

Point of View

By Patricia A. Hollander

DECEMBER 31, 1993, will mark the end of mandatory retirement of tenured faculty members. Under the Age Discrimination in Employment Act, after that date colleges and universities will be permitted to terminate tenured faculty members only for just cause. It will no longer be possible to rely on mandatory-retirement rules as a convenient solution to the problem of unsatisfactory performance by tenured professors.

Beginning January 1, 1994, colleges will be able to terminate tenured faculty members only if they can show that the individuals no longer meet appropriate standards, such as competence in teaching, research, and service. In addition to incompetence, examples of just cause for termination of tenured faculty members, as determined by a number of court cases, include the following:

- Neglect of duty, such as refusing to follow the curriculum, refusing to teach scheduled classes, or refusing to develop assigned courses.
- Insubordination, including refusing to serve on faculty committees or absenting oneself from work even if a leave of absence has been denied.
- Unprofessional conduct, such as evicting a colleague from a class that the colleague was assigned to teach or misrepresenting one's academic credentials.
- Sexual misconduct, including making sexual advances in a classroom, laboratory, or similar setting.

Some people mistakenly believe that a tenure contract is an employment contract for life—everlasting job security. It is not. Rather, a tenure contract is a conditional continuing contract. That is, it continues without having to be formally renewed year after year but only so long as the individual meets the conditions of the contract, including satisfactory performance of duties. Tenure does not protect faculty members from being terminated for "cause," such as incompetence; it protects them from being terminated for reasons related to academic freedom, such as teaching or doing research on unpopular topics.

We all know particular tenured faculty members who even after age 80 will gleefully run younger colleagues around the academic track, hardly pausing for breath and leaving limp and gasping bodies in their wake. We also know faculty members who will not be that vigorous. The task is to separate one group from the other. Before the end of mandatory retirement, colleges should set up periodic performance reviews to provide routine, consistent, honest evaluations of all faculty members' teaching and research.

Honesty is of central importance in these evaluations. Although some institutions may already have *pro forma* evaluation systems, they do not help if a troublesome faculty member eventually becomes the subject of a termination proceeding and can pull out past evaluations that have rated him or her highly—or at least have never indicated any significant problems. An honest evaluation might note that a professor was not prepared for class, had not updated his or her material, spent class time on irrelevant matters, or had not adequately prepared students for more advanced work. It might say that the faculty member was uncooperative, had failed to participate adequately in departmental affairs, or had not engaged in research or scholarly activities. Such honest reviews might spur many inadequate faculty members to improve their performance; even if they did not, they would provide a clear record upon which colleagues and administrators could act.

Evaluation should not affect adversely most tenured professors. In fact, once they become accustomed to it and less annoyed by the routine of it, many faculty members may come to enjoy the opportunity to display their continuing prowess in their chosen fields.

Moreover, as part of the business of running educational institutions, colleges and universities already have developed evaluation processes for administrators, staff members, and non-tenured faculty members. Are administrators and professors ready for the additional work of honestly and objectively evaluating ten-



Evaluating Tenured Professors

Without mandatory retirement, colleges need new procedures

ured faculty members to determine whether their performance meets appropriate standards? Some say this is an impossible task. In fact, it is and always has been an entirely possible task, although, rightly, a difficult one.

Evaluating teaching usually is said to be particularly difficult. Most people agree that research can be evaluated, since committees do it for tenure and promotion decisions, but many universities have avoided evaluating teaching, sometimes on the grounds that such evaluations would be more subjective. The criteria and methodology used to evaluate teaching should be agreed upon in advance, of course, but appropriate methods do exist. Some departments employ criteria such as updated course descriptions and syllabi, use of current textbooks and assigned readings, and active signs of advising, including encouraging students to participate in national professional meetings. Methods for evaluating faculty members often involve classroom visits by colleagues, reviews of written handouts, and screening of student evaluations.

SOME PEOPLE SAY that faculty members are not willing to participate in evaluations of peers that may result in terminations, but this is largely a canard. For if the faculty refuses to join in, who will do the evaluations? Administrators alone? Surely not. I have no doubt that many faculty members are as interested in assuring that their colleagues perform up to standard as are administrators, students, and parents.

After all, evaluation of professors is nothing new; non-tenured faculty members have always had their overall performance scrutinized when they are up for tenure. Institutions already use performance reviews to decide merit salary increases and promotions from associate to full professor. What is new is that an evaluation system that routinely focused on non-tenured faculty members now must be adjusted and enlarged to include serious attention to the continuing performance of tenured professors.

Many institutions already have used faculty panels to conduct proceedings that led to the dismissal of tenured professors. During a session at a recent conference at Stetson University on law and higher education, about half of the audience of 50 to 60 people raised

their hands when asked if their institution had terminated a tenured professor for cause. In the past, however, such proceedings probably have been used only in extreme cases, such as when an individual clearly was unfit to continue because of lingering illness or explicitly unacceptable conduct.

In the future, colleges and universities must establish procedures that lead to evaluations that are honest and careful enough to persuade faculty members whose performance is flagging to retire without the need for a full-blown faculty hearing. Undoubtedly, some colleges and universities already have reviewed and modified their evaluation procedures. For those that have not yet done so, the task should assume some urgency. Less than two years remain until mandatory retirement for tenured professors ends.

WHAT MUST BE DONE! Basic documents, including faculty contracts, faculty handbooks, and governing-board policies, must be gathered and reviewed. Basic questions must be answered: What is the job description for each faculty position? What are the qualifications for that position? What are the criteria for promotions, salary increases, and terminations? What evidence is acceptable to demonstrate that the standards have been met? Who shall participate in setting evaluation standards and procedures? Who shall participate in doing evaluations? What due-process procedures shall apply?

In setting standards and procedures for tenured faculty members, care must be taken not to end up with two sets, one for non-tenured faculty members and the other for tenured professors; having two different standards might open an institution to challenge on the grounds of age discrimination.

Colleges also must consider whether they need to provide new monetary or other inducements to encourage faculty members to retire. Numerous institutions provide buyouts of faculty contracts, using various formulas based on actuarial projections of longevity. Some also provide benefits such as office space or secretarial support, access to libraries, medical benefits, and counseling about post-retirement employment opportunities. Colleges could also encourage aging professors to share a faculty slot with a colleague or work part time.

If ever a situation cries out for legal advice, this is it. Administrators and faculty senates should enlist legal counsel in all aspects of the process of setting standards and procedures, including drawing up job descriptions and designing mechanisms that provide appropriate due process when terminations are contemplated. Obtaining sound legal advice and consulting with faculty leaders may help colleges avoid or limit litigation.

Should litigation occur in spite of the care taken, a careful process for designing and carrying out faculty evaluations will help a college or university demonstrate to a court that its procedures give adequate notice of shortcomings in performance and guarantee fair treatment before any decision to terminate a faculty member is made. When they are hired, all faculty members should be given full explanations of the standards and procedures that an institution will use to evaluate them throughout their careers. This should help to reassure professors that their rights, as well as their responsibilities, have been given due attention.

The entire academic community has an interest in urging faculty members to summon the courage to act against colleagues who are not performing adequately. Although better evaluation procedures may help colleges avoid a lot of messy cases, inevitably some will arise, and faculty members must live up to their obligations to students and the rest of academia to remove faculty members who are not doing their jobs.

Patricia A. Hollander is general counsel of the American Association of University Administrators and a trustee of Western New England College.

THE CHRONICLE

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Quote, Unquote

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"I think it's one of the most irresponsible outbursts of petty chidishness that I've ever seen in all my years on the committee."
Rep. William D. Ford, on Secretary Alexander's criticism of the reauthorization bill: A20

"The competition among private colleges is fierce. Colleges are more desperate to cut a deal."
A professor of economics, on tuition-discount programs at some colleges: A27

"I'm proud of the investments. I'm not embarrassed by it. You can't make a list that's too long for me."
The president of West Virginia U., on winning earmarked funds from Congress: A21

"The road to the classroom is paved with abandoned manuscripts."
An associate professor, on the lessons of a sabbatical: B2

"If terrorists or other countries can acquire the basic building blocks of nuclear weapons, the disassembly of the former superpowers may be irrelevant."
The executive director of Sigma Xi, on hazards of the nuclear era: A40

"This is a unique chance to be in contact with such famous scholars and academics and politicians whom we know only by their works. I couldn't imagine it even two months ago."
A Bulgarian official, on a semester at the Hoover Institution: A31

"We're not trying to brainwash these guys. We like to think America sells itself."
An associate director of the institution: A31

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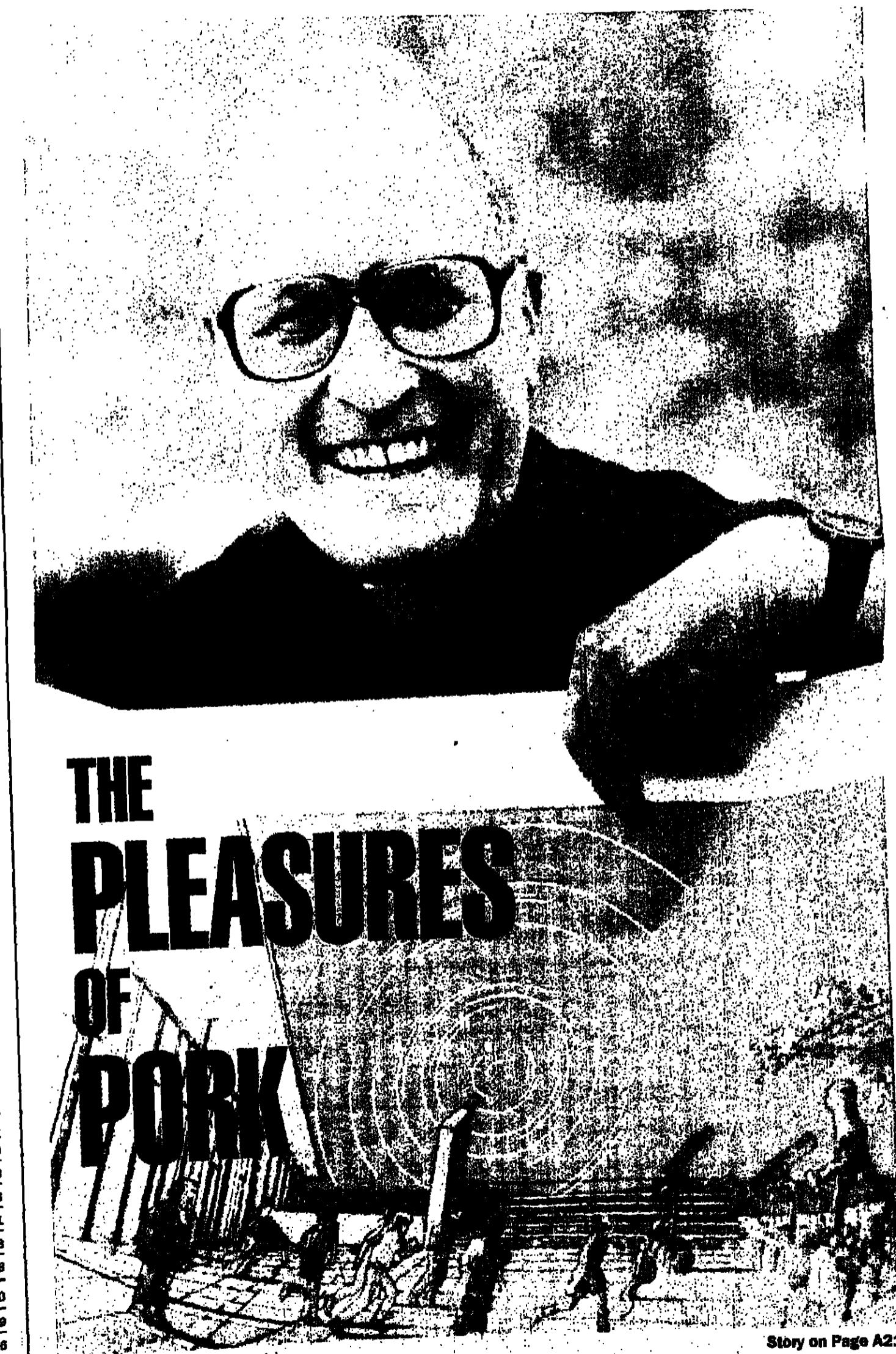
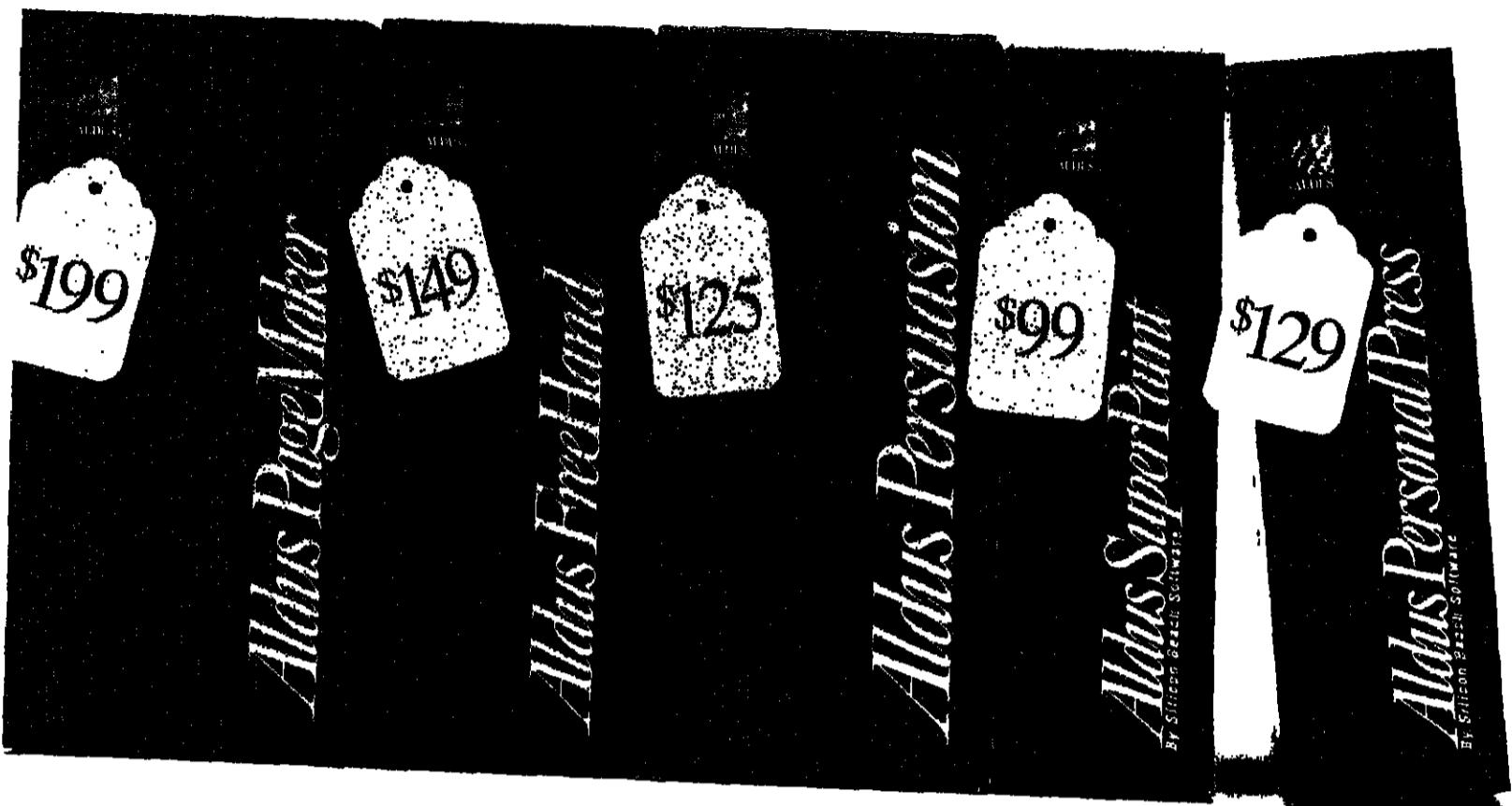


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This Week in The Chronicle

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The Library of Congress is offering electronic access to once-secret Soviet documents: A17

TOUGH QUESTIONS ABOUT ATOMIC WEAPONS
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Conference examines pluralism and American society: A7
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■ The association censured administrations of five colleges for breaches of faculty rights and removed just as many colleges from academe's blacklist: A12

DEATH OF A CAMPUS

In rural Waseca, Minn., a two-year unit of the state university closes down—a casualty of higher education's new era of fiscal restraint: A13

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STEVE WOOTTON FOR THE CHRONICLE
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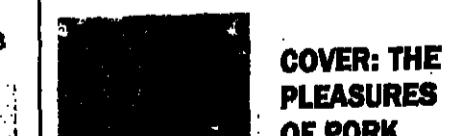
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TIME TO REJOIN UNESCO?
The Bush Administration says No, but some American leaders think changes at the international agency merit reconsideration of the U.S. position: A31

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University students who seized 12 downtown buildings demanded the resignation of Serbian President Slobodan Milosevic and new elections: A32

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The National Autonomous U. of Mexico will raise annual tuition to about \$670 from the current 6 cents, where it has been frozen for 44 years: A32

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Concerned that too little attention was paid to science at the United Nations environmental conference, scientists in the host country met on their own: A33

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The government is worried by a survey that shows that some 30,000 Australians who sought admission to college this year did not find a place: A33

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MARGINIA**In Brief****Publication links**
donation to testimony

LINCOLN UNIVERSITY, PA.—Lincoln University has denounced as "preposterous" a report alleging that its president testified before Supreme Court nominee Clarence Thomas in September 1991 in return for a \$10-million gift from a wealthy Republican.

"The audience is asked to remain seated until the end of the recess."

While acknowledging that the request was perfectly appropriate to the occasion, at least one job-hunting graduate wished the authorities could have found another way of saying it.

News item in *The Daily* of the University of Washington:

"The uw Medical Center was selected last week to be the sole Northwest distributor of taxol, a controversial new anti-cancer drug...."

"Because the Hutchinson Center is not currently conducting any taxol research, it has, in turn, designated the uw School of Medicine's Division of Medical Oncology to distribute the drug."

Aristotle, stop spinning in your grave.

Announcement of a faculty art exhibit:

"UW-MARATHON CENTER. Recent work by Thomas M. Fleming, an associate professor of art...."

We owe a lot to teachers like that.

From the Lyndon State College Critic:

"Lower interest rates on college investments and lower enrollment figures are expected to force the Lyndon State College administration to look at ways to decrease spending and increase income...."

"The types of cuts are not known at this time, [Dean Rex] Myers said. 'There are a lot of question marks. It's a nebulous guessing game.'

The fault, dear Myers, is not in our stars.

The menu at Harvard's Cronkhite Graduate Center offered a south-of-the-border selection under this title: MEXICAN SIESTA

Announcement in *The Department Advisor*, a publication from Higher Education Executive Publications;

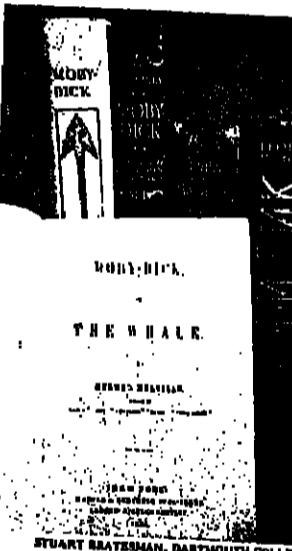
FACULTY HANDBOOK
Content and Revision Seminar
Boston, Massachusetts

"At least, we know where to start," a reader observes.

Police notice in *The Kent Stater*: "Patrick S. Conner, 24, of Rocktown, was arrested Monday night on a charge of stealing a government document entitled 'Robbery in the United States' from the library. The document is valued at \$5."

Poor man was only trying to better himself.

—C.G.

**Dartmouth is given collection of 'Moby-Dick'**

HANOVER, N.H. — Dartmouth College has mounted an exhibit of some of the 232 editions of Melville's *Moby-Dick* donated last fall by an alumnus who spent seven years building the collection.

William S. Clark, who graduated from Dartmouth in 1942, is now an investment manager in San Francisco. His collection includes copies in 31 of the at least 42 languages in which *Moby-Dick* has been printed.

Dartmouth's Baker Library, which has a substantial Melville collection, scheduled the exhibit to coincide with the 50th reunion of Mr. Clark's class at the college.

Mr. Clark says he was motivated by an urge to collect books, not by love of the epic itself. "I found it difficult to get through," he says.

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**Colgate U. sponsors National Volunteer Day**

HAMILTON, N.Y.—More than 500 Colgate University alumni dedicated a day to community service, staffing food banks, repairing homeless shelters, and removing graffiti as part of "National

Colgate Volunteer Day." The alumni worked on projects in 25 cities. Above, Jeff Burlock, class of 1988, helps repair a playground in Hamilton.

Judy Doherty, associate direc-

tor of alumni affairs, said Colgate alumni who did volunteer work in college and who want to start an active community-service alumni club viewed the day as a step in the right direction.

Plans to raze historic building prompt criticism

WEST LAFAYETTE, IND.—Plans to raze a 91-year-old building, home of some of the state's most important agricultural discoveries, have angered many at Purdue University. Officials say renovating the deteriorating Entomology Hall would be too costly. But opponents say the university has adopted a "tear-it-down mentality."

Mary K. Rouse, dean of students, said the university had received several complaints from men about its financial support of the Women's Transit Authority, a

community transportation service that does not allow men to ride in or drive its vehicles.

The University will begin Cam-

pus RAPE ride on July 1.

Some students opposed the change, saying that by including men the university service could not guarantee the safety of female riders.

College no longer needs car to draw attention

PANAMA CITY, FLA. — The prime tourist attraction at Gulf Coast Community College has hit the auction block.

The college's Pullman executive coach railcar (*below*), which dates to the 1940's, served as a guest house and conference room during its tenure of almost three decades at the college. Its original

purpose was to catch the eye of drivers on the highway and draw them to the campus. For the past ten years, as the institution has grown, the railcar has been little used. Charlie Bond, the library director, said the college had benefited from the "public-relations play" and no longer needed the car.

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Debate Intensifies Over Studies Linking Biology and Behavior

Continued From Preceding Page

who suggest a genetic underpinning for behavioral traits, even when such suggestions are well ahead of scientific research. The result "will be a transformation of how we understand ourselves: from moral beings, whose character and conduct is largely shaped by culture, social environment, and individual choice, to essentially biological beings," Mr. Kaye says.

A Footnote Four Weeks Later

Claims that a genetic basis will be found for everything from unhappiness to exhibitionism—assertions that are still questionable—could have as much effect as theories that are rooted in solid research, some scholars believe. "People talk about the social power of biological information, but they don't talk about the social power of misinformation," says Robert N. Proctor, an associate professor of history at Pennsylvania State University.

"There will be front-page stories that a math gene has been discovered," Mr. Proctor continues, using a hypothetical example, "and then a footnote four weeks later that there were problems with the study. This goes on and on."

Studies of twins, who share all or many of the same genes, often hint at a genetic basis for traits. But critics say those studies are never followed up by research that pinpoints a specific gene or genes for the traits. Studies that purported to find a specific genetic basis for schizophrenia, manic-depressive disorder, and alcoholism have either been retracted or contradicted by other studies.

Scientists working in behavioral genetics acknowledge that the field is riddled with retractions and contradictory results. But behavioral disorders such as alcoholism or schizophrenia are difficult to diagnose or even to define clearly, they say. That difficulty, in turn, makes it difficult to find biological causes of the disorders, they say.

Many scientists also say that just because they are trying to understand the role of genes in behavior doesn't mean they want to exclude other factors. Henri Begleiter, a professor of psychiatry at the Health Science Center of the State University of New York, says he was the first scientist to find distinct patterns of electrical abnormalities in the brains of alcoholics and their children. Now he and other researchers are trying to see if that abnormality is inherited. But Dr. Begleiter says he believes alcoholism may have many causes.

"I am a believer in genetics and heredity, but not at the expense of psycho-social influences or environmental influences, and I mean that," he says.

Criticism of 'Violence Initiative'

Those who are concerned about the rise of biological determinism argue that the role of genetics is often not placed in its proper perspective. Penn State's Mr. Proctor, in *Mapping Genes*, a forthcoming book from Oxford University Press, says government officials could easily base policy on a distorted understanding of genetics. Even though scientists do not yet know how strong a role genes play in creating a susceptibility for cancer, for example, policy makers could mistakenly believe that all cancer results from inherited predispositions. That belief could result in the government's cutting its support for efforts to control radon or for programs to encourage people to stop smoking, he says.



Howard L. Kaye, a sociology professor: "Dramatic statements by researchers that genes are what it means to be a human being forget other sources of knowledge."

Government policy may already be linked to faulty research, some scientists argue. They point to a "violence initiative" being planned at the National Institute of Mental Health for 1994. The program was first brought to public attention through remarks by Frederick K. Goodwin, the head of the Alcohol, Drug Abuse, and Mental Health Administration, to the institute's advisory board in February.

In those comments, which ultimately led

"People talk about the social power of biological information, but they don't talk about the social power of misinformation."

to his resignation, Dr. Goodwin appeared to compare inner-city men to rhesus monkeys. He suggested that biological markers for aggressive behavior might help scientists find children or adolescents who would be violent later in life and that those young people could then be treated. Determining the population in need of "intervention," Dr. Goodwin suggested, could make programs to reduce violence more effective and less expensive.

Although it was the racist connotation of the rhesus-monkey remark that upset members of Congress, Dr. Goodwin's description of the plan to reduce violence has also angered many. His comments gave the impression that the mental-health institute would set up a screening program that would include the use of biochemical markers to identify people who might be violent in the future.

Some scholars fault journalists for contributing to the conflicts that are flaring up over genetics. Dorothy Nelkin, a professor of sociology and law at New York Univers-

ity, could be used to mark young black males as prone to violence:

Susan Solomon, chief of the violence and traumatic-stress branch at the National Institute for Mental Health, says the initiative has been misunderstood by some of its newfound opponents. While the role of biological factors in violence is being considered in planning the initiative, she says, that topic will be a small part of a large program.

"We're being asked to help stop the violence in this country and help its victims, and we're trying to find out how to do that," she says.

Some Blame Journalists

Some scholars fault journalists for contributing to the conflicts that are flaring up over genetics. Dorothy Nelkin, a professor of sociology and law at New York Univers-

sity, says journalists portray complex behavioral conditions ranging from aggression to a "zeal for life" as attributable to single genes, when scientists believe that many genes may contribute to the creation of such traits. The journalistic portrayal of genetics, she says, has been absorbed in popular culture and the courts.

In the March issue of the *Vanderbilt Law Review*, she and Rochelle Cooper Dreyfuss, a professor of law at NYU, argue that a mistaken belief in "genetic essentialism"—the view that the genetic constitution we inherit at birth largely determines our future behavior—has begun to pervade many court decisions.

Dispute Over a Surrogate Mother

The two women cite a 1990 dispute in the California Superior Court between the genetic parents of a child and the surrogate mother who carried their embryo to term. In explaining his decision, the judge said: "We know more and more about traits now, how you walk, talk, and everything else, all sorts of things that develop out of your genes, how long you're going to live, all things being equal, when your immune system is going to break down, what diseases you may be susceptible to."

Then the judge referred to a controversial study of twins done by University of Minnesota scientists that suggests much of a person's intelligence can be attributed to genes. "They have upped the intelligence ratio of genetics to 70 per cent now," he said.

Ms. Nelkin and Ms. Dreyfuss say the result of the case wasn't that remarkable—the court awarded the biological parents sole custody of the child. What was unusual, the two say, was basing the decision on genetics rather than the best interests of the child.

Ms. Nelkin argues that the courts are using genetic essentialism in a recession to make quick decisions and to justify social inequalities. "In times of prosperity, society can afford to look at social and environmental sources of problems," she says.

Franklin and Marshall's Mr. Kaye contends that the ever-expanding claims about the influence of genes are being put forth at a time when the humanities and social sciences are "morally bankrupt" and too weak to defend the notion of free will.

He says social science, for instance, is currently dominated by a deterministic philosophy that places little value on individual responsibility. "There are big debates about what the socializing force is—is it language, power relations, the mode of production, or phallocentrism?—but what social scientists all seem to agree on is that the individual human being is a product of various social forces," Mr. Kaye says.

More Controversy Anticipated

Controversies over biology and behavior are not likely to disappear. More research results are on the way that may, however vaguely, link biology with self-destructive and socially destructive behaviors.

In research that was reported last month at the American Psychiatric Association meeting, but which is still unpublished, a study of convicted Finnish murderers indicated that there might be a genetic basis for low levels of serotonin in the criminals' brains. Gerald L. Brown, who is now the clinical director of the National Institute for Alcohol Abuse and Alcoholism, was the first to link low levels of that chemical to aggression in human beings.

"I do not know what kind of practical benefits might result from this research," says Dr. Brown, "but I think being ignorant is never a solution."

Scholarship

Everybody, it seems, has an opinion about college professors, and much of what people have to say isn't very nice. **Mark Edmundson** hopes to make professor bashing more difficult with a new book of essays and interviews he has edited, due from **Penguin Books** next year.

The original paperback will include 12 autobiographical pieces in which scholars—mostly English professors—discuss what they do and how they got where they are now.

Mr. Edmundson's goal is "to humanize the people who've been doing the work," he says, in the face of misleading attacks by journalists and others outside the academy.

The publisher contacted Mr. Edmundson, an associate professor of English at the University of Virginia, to marshal the forces on the other side, based on pieces he had written for **Harper's**. Contributors include two Virginia colleagues, **Richard Rorty** and **Susan Fralman**, and **Michael Bérubé**, a former graduate student at Virginia who is now an assistant professor at the University of Illinois at Urbana-Champaign. Also writing are heavyweights **Frank Lentricchia**, **Edward Said**, **J. Hillis Miller**, and **Eve Kosofsky Sedgwick**, whose "Queer and Now" essay Mr.

Edmundson says is among the best she's ever done.

Several of the essayists, including **Harold Bloom** and **William Kerrigan**, are critical of current trends in the humanities, but they are involved in debate, not taking potshots from the sidelines, Mr. Edmundson says. He adds that he rejected several essays that didn't strike the right personal tone—including his own. His only problem: coming up with a snappy title, to

Mr. Rorty pulled the essays together, noting that very little editing was needed to finish them. "I'm sure she would have wanted to polish

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ACCOUNTING

Accounting in the Soviet Union, by Ebd Ash and Robert Strittmatter (Prager Publishers; 208 pages; \$45). Focuses on accounting methods for industrial enterprises.

ANTHROPOLOGY

Find Thyself a Good Mother: The Construction of Self in Two African Communities, by Paul Riesman (Rutgers University Press; 260 pages; \$40 hardcover, \$15 paper). Compares the lives, child-rearing practices, and personalities of the Fulbe and the Kilmay Be, two Fulani peoples of Burkina Faso.

ARCHAEOLOGY

Space, Time, and Man: A Prehistoric View, by Grahame Clark (Cambridge University Press; 176 pages; \$39.95). Examines the evolution of human understanding of space and time.

ART AND ARCHITECTURE

Micromolecular Crystalllography with Synchrotron Radiation, by John R. Hellwell (Cambridge University Press; 520 pages; \$165). Discusses the study of the structure of proteins, nucleic acids, and viruses using a technology originally developed for particle-physics research.

CHEMISTRY

War and the Media Propaganda and Persuasion in the Gulf War, by Philip M. Taylor (Manchester University Press; 232 pages; \$47.95 hardcover, \$15.95 paperback). A critique of the activities of the political and military groups that influenced the war.

CLASSICAL STUDIES

The Agon in Euripides, by Michael Lloyd (Oxford University Press; 160 pages; \$45). Considers the dramatic context and function of scenes in Euripides' tragedies that depict an *agon* or formal debate; includes comparative discussion of similar scenes in works by Sophocles.

CULTURAL STUDIES

Storm from Paradise, by Jonathan Boyarin (University of Minnesota Press; 161 pages; \$39.95 hardcover, \$14.95 paperback). Topics include the relationship of efficiency in the use of labor resources during rapid industrialization.

ECONOMICS

Labor in the Puerto Rican Economy,

Postwar Development and Stagnation, by Carlos R. Santiago (Prager Publishers; 203 pages; \$47.95). Focuses on the issue of efficiency in the use of labor resources during rapid industrialization.

EDUCATION

Emerging as a Teacher, by Robert V.

Bullock, Nedra A. Crow, and J. Gary

Knowles (Routledge; 235 pages; \$49.95

hardcover, \$15.95 paperback). Traces

the professional development of teach-

ers through case histories of six people

during their first year in the classroom.

ENVIRONMENT

Dancing Till Dawn: A Century of Exhibi-

tion Ballroom Dance, by Julie Maling

(Greenwood Press; 192 pages; \$42.95).

Draws on previously neglected sources

ETHNOLOGY

Male Subjectivity at the Margins, by

Kaja Silverman (Routledge; 400 pages;

\$55 hardcover, \$16.95 paperback). A

study of male film makers, writers, and

artists.

PHOTOGRAPHY

Continued on Following Page

Publishing

Hot Type

them," he says. "But there are a lot of exciting ideas here that otherwise would not have been available to the general public."

Routledge plans to publish *Postmodern Legal Feminism* in November, with an introduction by Judith G. Greenberg, a colleague of Ms. Frug's at the New England School of Law. "She had taught and was an activist and was starting to think of herself as a book writer," says Maureen MacGrogan, an acquisitions editor at Routledge. "If all of this publicity has done any good, it's made her book of more interest."

The night Mary Jo Frug was stabbed to death in Cambridge, Mass., last year, she had been working on an essay on how the American legal system subjugates women. As her husband, Gerald Frug, tells it, Ms. Frug put her work down that evening, leaving a sentence half-finished, and decided to take a walk.

The essay, "A Postmodern Feminist Legal Manifesto," was eventually published posthumously by the *Harvard Law Review* and became the subject of a parody produced by the editors of the review. The parody was roundly criticized as cruel and tasteless, and the editors apologized for it.

At the time of her death, Ms. Frug, a prominent feminist legal scholar at the New England School of Law, had been working on several other essays drawing on French contemporary theory that she hoped to collect into a book. Editors at Routledge heard about the essays, and they approached Ms. Frug about completing the manuscript.

Mr. Frug pulled the essays together, noting that very little editing was needed to finish them. "I'm sure she would have wanted to polish

them," he says. "But there are a lot of exciting ideas here that otherwise would not have been available to the general public."

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Beginning this summer, Radcliffe College will be the new home of *Gender & History*, an international journal devoted to historical questions about gender relations. Nancy Grey Osterud, an associate professor of history on leave from San Jose State University, will serve as the journal's American editor.

Published three times a year by *Basil Blackwell* and edited by British and American scholars, the journal was established in 1988 by Leonore Davidoff, who still serves as its British editor. Although the journal was associated with its previous American editor, Nancy A. Hewitt, at the University of South Florida, it had been without an institutional home in the United States. "What Radcliffe enables us to do is facilitate trans-Atlantic communication and bring together Americans from all over the country," Ms. Osterud says.

The first issue for which Ms. Osterud will be fully responsible is the one dated fall 1993, a special issue on gender and colonialism.

in a study of the dance genre's history and cultural and social significance.

ECONOMICS

Labour in the Puerto Rican Economy: Postwar Development and Stagnation, by Carlos R. Santiago (Prager Publishers; 203 pages; \$47.95). Focuses on the issue of efficiency in the use of labor resources during rapid industrialization.

Markets, Firms, and the Management of Labour in Modern Britain, by Howard Gospel (Cambridge University Press; 250 pages; \$54.95). Argues that British management's approaches to industrial relations have hurt that country's competitiveness in relation to the United States, Germany, and Japan.

The Soviet Household Under the Old Regime: Economic Conditions and Behaviour in the 1970s, by Guy Ofer and Avi Avnon (Oxford University Press; 450 pages; \$69.95). Discusses income distribution, saving behavior, division of labor, and other aspects of the Soviet urban household; based on retrospective data from Soviet Jewish immigrants in Israel and the United States.

EDUCATION

Emerging as a Teacher, by Robert V. Bullock, Nedra A. Crow, and J. Gary Knowles (Routledge; 235 pages; \$4

NEW SCHOLARLY BOOKS

Continued From Preceding Page

CINEMA AND LITERATURE
Siberian tribal peoples since Russian conquest of the region in 1581; includes comparative discussion of the experiences of indigenous peoples in North America.

MASTER SPACE: FILM IMAGES OF CAPA, Lubitsch, Sternberg, and Wyler, by Barbara Bowman (Greenwood Press; 192 pages; \$42.95). A study of the four directors' manipulation of spatial elements in film making; considers, for example, William Wyler's "emotionalization" of space through the triangular grouping of characters in confrontation scenes.

FOLKLORE

JOKES AND THEIR RELATIONS, by Elliott Oring (University Press of Kentucky; 171 pages; \$23). Examines the function of incongruity in humor, and shows how that quality operates in various social and cultural contexts.

GEOGRAPHY

DREDGE LANDSCAPES: THE WASTING OF AMERICA'S BUILT ENVIRONMENT, by John A. Jakle and David Wilson (Rowman & Littlefield; 342 pages; \$65 hardcover, \$23.50 paperback). Discusses cultural, economic, and other factors that have led to urban and rural decline.

HISTORY

AGRICULTURE, GEOLOGY, AND SOCIETY IN ANTEBELLUM SOUTH CAROLINA: THE PRIVATE DIARY OF EDMUND RUFFIN, 1843, edited by William M. Mathew (University of Georgia Press; 284 pages; \$50). Edition of the Virginian agriculturist's account of his eight-month agricultural and geological survey in South Carolina.

THE AZERBAIJANI TURKS: POWER AND IDENTITY UNDER RUSSIAN RULE, by Audrey L. Alstadt (Hoover Institution Press; 334 pages; \$38.95 hardcover, \$14.95 paperback). Draws on previously neglected Turkic- and Russian-language sources in a study of Azerbaijani history and nationalism.

BLACK SCHOLARS: HORACE MANN BOND, 1904-1972, by Wayne J. Urban (University of Georgia Press; 280 pages; \$35). Combines a biography of the American historian, educator, and administrator with discussion of issues in black education in the mid-20th century.

CONTENDER: HELEN GUTHRIE DOUGLASS: A LIFE, by Ingrid Winter-Sobis (Oxford University Press; 408 pages; \$24.95). A biography of the American actress and U.S. Congresswoman, best remembered as the target of a red baiting campaign by her opponent, Richard M. Nixon, in the 1950 California Senate race.

THE CIO'S LEFT-LED UNION, edited by Steve Rossen (Rutgers University Press; 250 pages; \$45 hardcover, \$17 paperback). Contains original essays on the history of 11 unions expelled by the Congress of Industrial Organizations in 1949-50 for alleged Communist domination.

THE COMMON FIELDS OF ENGLAND, by Eric Kershaw (Manchester University Press; distributed by St. Martin's Press; 224 pages; \$59.95). Discusses the development of the common-fields system in early English agriculture.

THE DIARY OF RUFORD Q. TURGEON: THE NEW DEAL, 1932-1935, edited by Michael Vincenzo (Greenwood Press; 248 pages; \$45; \$25.95). Edition of the diary of an American economist who served as an adviser and official in the Roosevelt Administration.

DOCTRINE AND DOGMA: GERMAN AND BRITISH INFANTRY TACTICS IN THE FIRST WORLD WAR, by Martin Samuels (Greenwood Press; 240 pages; \$45). A comparative study of infantry tactics, training, and leadership in the two armies, with a focus on Britain's unsuccessful efforts to adopt German defense concepts.

THE FOX GUY: THE TRUE STORY OF BILL MINER—LAST OF THE OLD-TIME BANDITS, by Mark Dugan and Jon Boesenecker (University of Oklahoma Press; 266 pages; \$24.95). A biography of Bill Miner (c. 1847-1913), a Michigan-born stage and train robber who pursued his career throughout North America.

HIDDEN ALIY: THE FRENCH RESISTANCE, SPECIAL OPERATIONS, AND THE LANDINGS IN SOUTHERN FRANCE, by Arthur Layton Funk (Greenwood Press; 360 pages; \$49.95). Examines the collaborative efforts of American, British, and Free French forces in the liberation of southeastern France in 1944.

A HISTORY OF THE PEOPLES OF SIBERIA: RUSSIA'S NORTH ASIAN COLONY, 1581-1990, by Janet Forsyth (Cambridge University Press; 328 pages; \$79.95). Describes the

relationship between personal experience and feminist commitment.

VISIONS OF A NEW INDUSTRIAL ORDER: SOCIAL SCIENCE AND LABOR THEORY IN AMERICA'S PROGRESSIVE ERA, by Clarence E. Wunderlin, Jr. (Columbia University Press; 320 pages; \$45). Focuses on the labor-policy contributions of the social scientists John R. Commons, E. Dana Durand, and Jeremiah W. Jenks.

WE, REVOLUTION, AND PEACE IN RUSSIA: THE PASSAGES OF FRANK GOLFER, 1914-1927, edited by Terence Emmett and Bertrand M. Patenave (Hoover Institution Press; 370 pages; \$72.95; \$24.95). Argues that Hitler was dominated by a siege rather than a blitzkrieg mentality in his military thinking during the period 1919 to 1941.

JOHN QUINCY ADAMS AND AMERICAN GLOBAL EMPIRE, by William Earl Davis (University Press of Kentucky; 338 pages; \$29). Focuses on Adams's work on the Transcontinental Treaty of 1819 during his tenure as U.S. Secretary of State.

JOSEPH STORY AND THE COMITY OF ERROR, by Alan Watson (University of Georgia Press; 136 pages; \$25). Argues that in his 1834 work *Conflict of Laws*, U.S. Supreme Court Justice Joseph Story misinterpreted Prussian jurist Ulrich Huber's theory of comity, which deals with the respect accorded by one state to another state's laws; shows how that misinterpretation had dramatic consequences for American history, particularly in regard to the 1857 Dred Scott case.

A HISTORY OF MILITARY MEDICINE, by Richard A. Gabriel and Karen S. Metz (Greenwood Press); 200 pages; \$25. A History of Medical and Ideological History to 1898, by John C. Yuill (Cambridge University Press; 222 pages; \$59.95). Discusses oral traditions in a study of the political and cultural development of the Kanyok people of southern Zaire during some 400 years before their incorporation into the Congo Free State in the 1890's.

LAW, POLITICS, AND THE CHURCH OF ENGLAND: THE CAREER OF STEPHEN LOUINGHAM, 1782-1873, by S. M. Waddams (Cambridge University Press; 400 pages; \$64.95). Describes the English Jurist's involvement in the major legal and theological disputes of his time.

NATIONAL SENTIMENT, LEADERSHIP, AND TOTAL WAR, 1941-6, by Eleanor Hancock (St. Martin's Press; 332 pages; \$49.95). Examines the role of national sentiment in the formation of the National Socialist Party.

THE JEWISH FACE OF GENIUS: THE ROLE OF ALCHEMY IN NEWTON'S THOUGHT, by Betty Jo Teeter Dobbs (Cambridge University Press; 380 pages; \$47.95). Describes how the English scientist's pioneering work in mathematics, physics, and alchemy was linked to his study of alchemy, and to his goal of establishing a unified system that would include both natural and divine principles.

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LAW

THE CONSTITUTION OF SOUTH CAROLINA, VOLUME III: CHURCH AND STATE, MORALITY AND FREE EXPRESSION, by James Lowell Underwood (University of South Carolina Press; 427 pages; \$49.95). Discusses Sunday blue laws, school prayer, and other topics related to state constitutional doctrines on separation of church and state and free expression.

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by Stephen J. Ellmann (Oxford University Press; 304 pages; \$39). Discusses the anti-Apartheid movement's generally unsuccessful attempts to use the legal system to restrain government powers during states of emergency, despite the existence of some human-rights protections in the law.

REVOLUTIONARY SPARKS: FREEDOM OF EXPRESSION IN MODERN AMERICA,

by Margaret O. Baker (Peter Lang Publishing; 242 pages; \$35.95). Analyzes major concepts in the work of the German novelist and dramatist who lived from 1777 to 1811.

EUDORA WELTY: TWO PICTURES AT ONCE IN HER FRAME, by Barbara H. Carson (Whitston Publishing Company; 190 pages; \$29.50). Discusses the role of literature in developing knowledge about moral character; writers and philosophers discussed include Platno, Kant, Austin, Tolstoy, and Chinua Achebe.

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EDUARD WELTY: TWO PICTURES AT ONCE IN HER FRAME,

by Barbara H. Carson (Whitston Publishing Company; 190 pages; \$29.50). Discusses the role of literature in developing knowledge about moral character; writers and philosophers discussed include Platno, Kant, Austin, Tolstoy, and Chinua Achebe.

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RECKONING WITH REAGAN: AMERICA AND ITS PRESIDENT IN THE 1980'S, by Michael Schaefer (Oxford University Press; 208 pages; \$19.95). Combines a study of American politics and society during the Reagan Administration with an analysis of the nature and origins of the former President's strong popular appeal.

THE STOLEN HOUSE, by Bernard L. Herman (Routledge Press; 298 pages; \$35 hardcover, \$16.95 paper). Drawn the theories of Fernand Braudel and other cultural historians in a study of an inheritance dispute and other incidents that transformed a small community in Sussex County, Del., in the late 18th- and early 19th centuries.

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A HISTORY OF THE PEOPLES OF SIBERIA: RUSSIA'S NORTH ASIAN COLONY, 1581-1990, by Janet Forsyth (Cambridge University Press; 328 pages; \$79.95). Describes the

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Personal & Professional

When last we wrote about Randy Olson, an adventuresome marine biologist at the University of New Hampshire, he had won an award for a film called "Lobstah" and was at work on a music video about barnacles.

That was almost a year ago (*The Chronicle*, July 17, 1991). Last month, the since-completed "Barnacles Tell No Lies," a five-minute video that provides entertaining lyrics and little-known facts about the tiny crustaceans, won the same award at the New England Film and Video Festival.

Mr. Olson has made it his business to popularize marine biology and give science a broader appeal.

That's in addition to his work on marine invertebrates and deep-sea dives around the world. He reports that several universities are using the video in science classes.

When she became dean of humanities at the University of Arizona, Annette Kolodny said she would stay only five years.

So it probably came as no surprise when the controversial dean announced recently that the 1992-93 academic year, her fifth as dean, would be her last. Afterward she will teach comparative cultural and literary studies at Arizona.

Faculty critics who have accused the dean of being dictatorial had hoped she would step down sooner. Last fall, a faculty-governance panel that considered a professor's grievance against Ms. Kolodny and three other administrators issued a report that called for the dean's resignation.

It concluded that while there was no evidence of misconduct on Ms. Kolodny's part, she was "obsessed" with secrecy and "not skillful" as a dean. Replacing her "would probably serve the larger interests of the University," the 24-page report said.

The grievance was filed by a Hispanic professor. She said Ms. Kolodny had interfered with her promotion file by suggesting that the professor had tried to influence two scholars who wrote evaluations for the file. Arizona's president, Manuel Pacheco, did not agree with the report's conclusions about Ms. Kolodny, but agreed to transfer the professor, who was eventually promoted, to a different faculty unit. The affirmative-action office found no basis for a discrimination complaint filed by the professor.

The faculty report was written by five professors from outside the humanities. Ms. Kolodny, who has been the target of complaints from humanities professors since she took the job, dismissed the report's criticism, saying it had been influenced by a small group of critics. She said she had operated in a "very open" environment and accomplished most of her goals, including hiring more minority professors and making the curriculum more multicultural.



Barbara R. Bergmann, the association's outgoing president: "My idea is that the AAUP needs to be more in the public eye."

Linda Ray Pratt, the newly elected president: "We have more harmony than I've seen in a long time."

Controversial Leader of AAUP Sees Meeting as Symbol of Group's Potential for More Vigor and Usefulness

In an association of both the tweedy and the trendy, many members say a new spirit is developing

By COURTNEY LEATHERMAN

WASHINGTON

The annual meeting of the American Association of University Professors can be counted on to attract a feisty bunch of professors and a variety of agendas.

Some come to discuss collective bargaining. Some come to hold up their badges and vote to censure colleges accused of academic-freedom violations. And some come primarily to bicker.

They come from institutions as varied as their personal styles and professional interests. Economists gather alongside English professors. Some are tweedy and be-spectacled, others prefer Birkenstocks.

Some have been coming for more than 20 years. For other professors, this conference was their first—good news for an organization whose membership had, until last year, been slipping for more than a decade.

Praise and Criticism for President

This year's annual meeting, held here last week, was no different in some respects—it offered all of the above. But many of the nearly 300 conferees thought it also reflected a new spirit that had begun to build in the AAUP.

In her opening speech, Barbara R. Bergmann, the group's outgoing president, said: "This program is symbolic of what I hope will be a more vigorous, entertaining, and useful organization."

Ms. Bergmann, an economics professor at American University, has been both praised and criticized for giving the association

what some have described as a kick in the pants during her two-year term. One of her top priorities was to get the association involved in debates over abuses in intercollegiate athletics. She has also pressed the AAUP to take up national debates on such issues as health insurance and federal financing for higher education.

"My idea is that the AAUP needs to be more in the public eye," she said in an interview.

"Not everybody has been happy with that."

Her gruff style and some of her efforts have indeed been controversial. Her relations with staff members and association leaders have been described as tense. She has been called undiplomatic, and she in turn has called the AAUP's staff unaggressive. Ms. Bergmann even suggested that

Continued on Page A16

AAUP Censures 5 College Administrations and Removes 5 From Academe's Blacklist

WASHINGTON
The American Association of University Professors voted last week to censure the administrations of five colleges for what it said were breaches of faculty rights.

The association voted to remove just as many colleges from academe's blacklist, leaving the number at 48 after its 78th annual meeting here.

Added to the censure list were Chowan, Dean Junior, and Wesley Colleges, Loma Linda University, and the New Community College of Baltimore.

AAUP officials did not ask members to censure King's College of New York, noting that it had taken steps to correct the problems that led to an AAUP investigation, despite severe financial problems.

The AAUP's censure votes prompted little discussion this year—a change from past annual meetings. When, after one censure vote, the "ayes" sounded more like a

bored drone than an enthusiastic vote for justice in the academy, Robert A. Gorman, a law professor at the University of Pennsylvania and the head of Committee A, told the audience: "Your energy level is noticeably waning."

Investigations by Committee A

Typically, after the association's Committee A on Academic Freedom and Tenure investigates cases of alleged violations of faculty rights, the AAUP publishes the committee's reports in its magazine, *Academe*. At the annual meeting, a synopsis of the report is read and the committee recommends whether members should censure the institution. This year, some professors grumbled that they had not yet received this month's issue of the magazine, which includes all the reports. "We take seriously our responsibility for building a

Continued on Page A16

Death of a Campus

By Carolyn J. Mooney

WASECA, MINN.

The politically impossible is about to become a reality in this rural community of 8,500: A public-university campus is closing down, a casualty of a new era of fiscal restraint in higher education.

The University of Minnesota at Waseca, a two-year institution offering mainly agricultural programs, held its final commencement this month. It will shut its doors at the end of the summer.

"There were a lot of people who never thought the university would go through with this," says Robert Krumwiede, director of a student-assistance center set up for the campus's final academic year.

Continued on Page A16

Nils Hasselmo, president of the U. of Minnesota system, grew up in a rural part of Sweden where the nearest high school was 20 miles away. His heart, he says, was against closing the Waseca campus, "but my mind still told me it was needed."

isolators to shut the Waseca campus failed.

But not this time. In October 1990, against the backdrop of a university-wide budget cut, Nils Hasselmo, president of the live-campus system, shocked the community when, in a speech here, he publicly questioned Waseca's viability. He cited its low enrollment and graduation rates, its high cost per student, its focus on programs he said were duplicated elsewhere in the region, and questions about whether two-year education belonged in the system.

A campus panel asked to examine ways to make Waseca more cost-effective completed its report in late December 1990.

On January 10, 1991, Mr. Hasselmo returned with his verdict: He told an angry crowd that spilled out of the auditorium that he planned to ask the Board of Regents to close the campus. Mr. Hasselmo, who grew up in a rural part of Sweden where the nearest high school was 20 miles away, would say later that his heart was against the closing "but my mind still told me it was needed."

Reallocating \$60-Million

"Closing programs is always the most difficult part," he says now. "The decision was 100 percent financial."

The closing was just one element of a comprehensive plan to reallocate \$60-million of the university's budget by shifting priorities, cutting and consolidating academic programs, and streamlining operations. Eventually the closing is expected to save the system about \$3.4 million a year, but the initial savings will be smaller because of severance packages and salaries for as many

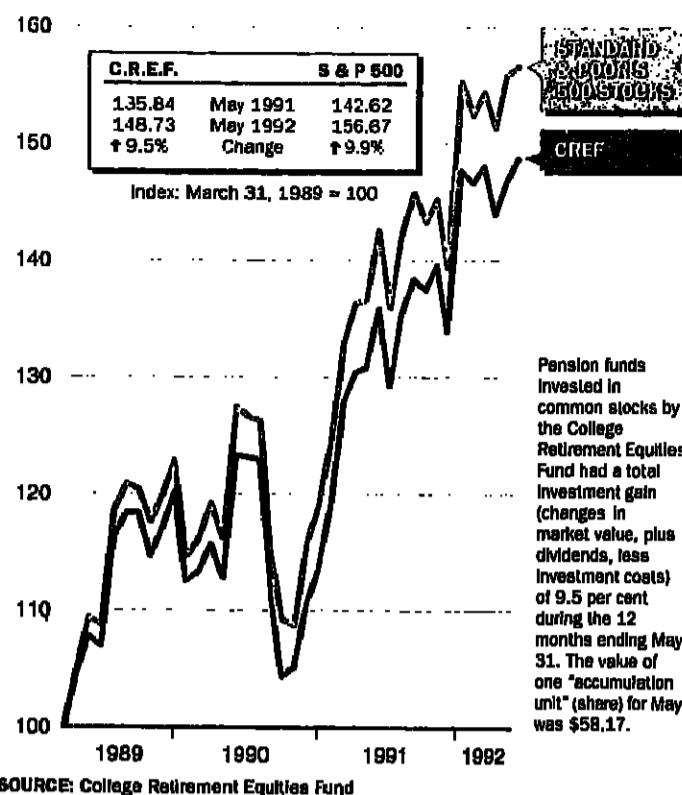
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James L. Gibson, an associate professor of agricultural production who became a vocal opponent of the closing:

"We did not do a very good job of institutional research to show the public what we were doing."

Morrill Hall

Trends and Indicators**Pension Money in the Stock Market**

SOURCE: College Retirement Equities Fund

Female College Presidents

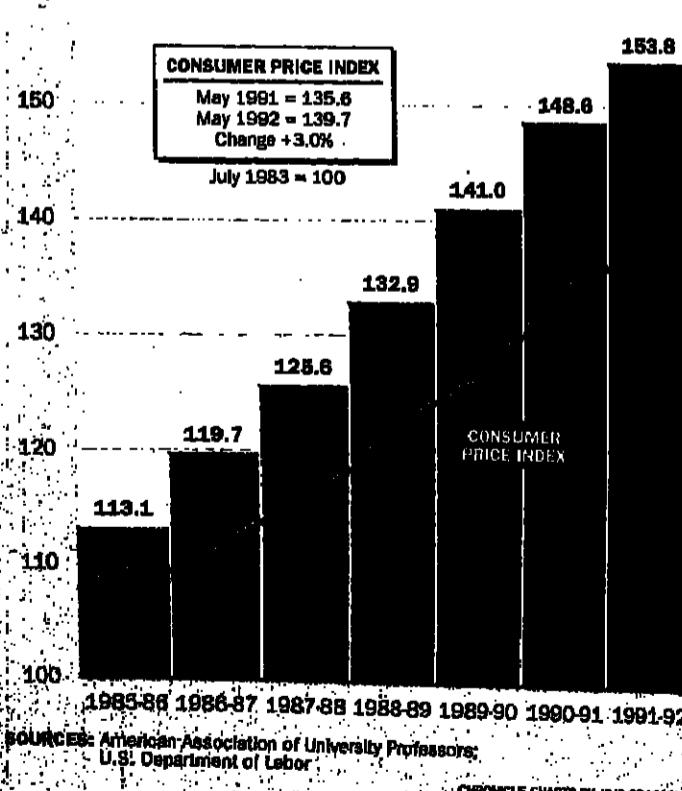
The number of female college presidents reached a record high of 348 in 1992, according to the American Council on Education.

Fourteen per cent of the presidents were members of minority groups, with 5 American Indian, 2 Asian, 26 black, and 17 Hispanic women leading colleges and universities.

The states with the largest number of female presidents were New York (89); California (37); Massachusetts (26); Pennsylvania (25); and Illinois (15).

In 1976, when the council began collecting such data, 146 institutions were headed by women.

SOURCE: American Council on Education

Faculty Pay and the Cost of Living**A Campus Dies in Rural Minnesota as the State University Faces Reality**

Continued From Preceding Page
as 23 tenured employees who have elected to relocate in the system.

In March, the board gave its blessing to the plan.

Since then, the closing has taken on a symbolic importance. Perhaps more than anything else, it is a symbol of a new, more prudent era in higher education, an era shaped by tight financial times and the growing realization that universities cannot afford to be all things to all people.

Critics of the closing say it is also a symbol of the neglect of rural interests, and of the state's failure to coordinate its higher-education programs adequately. They accuse Mr. Hasselmo of sacrificing the rural campus to save what amounts to slightly more than 1 percent of the state-financed portion of the university's budget.

The logistical and human dimensions of the closing, meanwhile, have led to an entirely different set of tensions. The campus has spent the past year wrestling with issues ranging from the appropriate treatment of terminated employees to the future use of its facilities.

The early 1970's saw a number of public-campus closings, as some states consolidated branch campuses or shut down two-year teachers' colleges. In the last 15 years, though, only four public institutions have closed, according to data collected annually by the Education Department.

Whether the latest economic crunch will lead to additional public-campus closings remains to be seen. C. Peter Magrath, president of the National Association of State Universities and Land-Grant Colleges and a former president at Minnesota, said he thought most institutions would continue to eliminate individual programs, as many have been doing, rather than entire campuses.

If other institutions do decide to follow Minnesota's lead, Waseca is sure to become a case study on closing a campus. Some professors and administrators here are already using it as the subject of scholarly articles.

"I hope people can learn from this," says Richard B. Heydinger, the university system's vice-president for external relations. He adds: "I think we did it right."

Opened in 1971

The Waseca campus opened on September 27, 1971, on the site of a former agricultural high school. Its aim was to provide students from rural areas with two-year degrees in applied agricultural sciences, something they couldn't get at most state technical schools or four-year institutions. Known for its hands-on experience, Waseca had its own livestock pens and greenhouses, and required students to take jobs in their major.

Before the closing was announced, Waseca enrolled about 1,100 students, of whom two-thirds were enrolled full time. About 500 lived on the campus.

In the campus's view, Waseca had been carrying out its mission right up until that January

day when Mr. Hasselmo came to town with the bad news. Professors often make the point that Waseca graduates received three or four job offers each. They had come from rural areas and returned to them after they graduated.

As most people here saw it, why ruin a good thing?

Many observers speculated that officials of the system wanted to close Waseca to show legislators they could make tough choices and perhaps inspire other higher-education systems in the state to follow suit. (One administrator, who thinks the system had already decided to close Waseca when it convened the panel to study future options, dryly calls the panel's report "an extra-credit assignment.")

Years of Tension

Others suggest that years of tension between staff members and administrators branded the campus as a troubled place, making it easier to close in a budget crisis.

James L. Gibson, an associate professor of agricultural production here, has another theory: "We did not do a very good job of institutional research to show the public what we were doing." He became one of the most vocal opponents of the closing, compiling statistics and fact sheets documenting the campus's success.

From Mr. Hasselmo's standpoint, success had come at too high a price. The system calculated Waseca's average cost per student in 1990-91 at \$9,464, compared with

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\$5,657 for lower-division students throughout the system.

In the weeks that followed Mr. Hasselmo's announcement, students and professors, community leaders, local legislators, and others put up a fight. Mike Halvorson, president of the First National Bank of Waseca, recalls the "Save Waseca" campaign: "Oh, man, we had rallies. We had busloads to the state capitol. We hired a lobbyist."

The university and the campus would next tackle the myriad details associated with the closing.

First came the students. Serving those who needed to complete their degrees was Waseca's top priority, says Nancy Wilhelmson, the former director of human relations here who was named acting chancellor for the final year. Ms. Krumwiede's office was set up to help.

Next came Waseca's 150 employees. A transition center was set up to help faculty and staff members find jobs, retrain, update their resumes, or simply talk about the pressures they were facing. Funds were set up to help pay for job retraining, tuition, and travel.

The campus's 30 tenured professors—and three administrators who also hold tenure—had the option of taking jobs at other campuses in the system or a buyout equal to two years' salary. At last count,

Among the students who rallied was Brent Bunko of Rushford, Minn., a community of 1,500 people. "I wanted to come here because it's in a small town," he says. "I don't think many far kids will go racing to the big cities. I think a lot will just stay home."

In the end, a legislative challenge to the closing never materialized. The board's decision stood.

LeRoy Stump, chairman of the higher-education division of Minnesota's Senate Finance Committee, thinks most legislators supported the system's longer-term goals. "The university was made

Lessons Learned From a Campus Closing

The University of Minnesota at Waseca has spent the past academic year preparing to close its doors permanently at the end of the summer. Administrators, professors, and staff members were asked by "The Chronicle" what lessons they had learned from the closing process, and whether they would have done anything differently. Some of their comments follow.

Kathryn L. Henns, acting vice-chancellor for academic affairs: "My main concern is that our curriculum is being lost. It's like a bad divorce, and nobody made any plans for the child." She thinks higher-education officials should have done a better job of ensuring that Waseca's programs were carried over to other institutions.

Brenda K. Alaire, assistant professor of child development: "Get it over with. This has been going on for two years. The best move was to get the employee-transition center up; the worst was not recognizing that people go through things at different times."

C. Eugene Allen, the university system's vice-president for agriculture, forestry, and home economics: "If you close one campus and you need to close more, you'd better close them all at the same time. Let the pain in the state be spread."

Leven Dahl, a former farmer who enrolled at Waseca to prepare for a new career in food inspection: "I think the whole thing could have been studied better. It was too much, too fast. They might have realized they could have over this." —CAROLYN J. MOORE

Nancy Wilhelmson, acting chancellor of the Waseca campus: "The most difficult part was giving certain staff members special severance contracts and not others. There was a lot of tunneling over this."

Severance problems aside, Ms. Wilhelmson says she is satisfied with the closing process. "Even though there have been morale

Personal & Professional

some tough decisions," he says. "They tackled some big problems—downsizing, eliminating remedial courses, trying to upgrade."

The university and the campus would next tackle the myriad details associated with the closing.

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David McCarthy, who teaches agricultural mechanization and is still "very angry" over the closing, will join the Duluth campus's teacher-education program next fall. In the meantime he has had to look for a new home, sell his old one, decide what to do with the hundreds of books in his office, and take evening courses to bone up on

Personal & Professional

problems, the measure is, the students were served." She adds: "The university has treated us very fairly. They could have said, 'I'm sorry, you're done, you're out the door, but they didn't.'"

The university and the campus would next tackle the myriad details associated with the closing.

First came the students. Serving those who needed to complete their degrees was Waseca's top priority, says Nancy Wilhelmson, the former director of human relations here who was named acting chancellor for the final year. Ms. Krumwiede's office was set up to help.

Many faculty and staff members here grudgingly agree. Ironically, for some professors the closing has opened up doors and led to career advances that many would not otherwise have sought.

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his new field. His professional vocabulary now includes terms like "outcome-based education" and "gender fairness."

Byron Harrison, head of the agricultural-industry program, took the buyout. He'll work for a publication devoted to horse breeding.

Martin N. Maca, an untenured landscape-technology instructor who moved here with his family only months before the closing was announced, landed a good job at South Dakota State University.

Kathleen Flitsch, manager of food operations, hasn't been as lucky. With the transition center's help she has polished her résumé, but has not yet found a job. She chose to work the final year rather than take the buyout because she would earn more that way. Later

she will be eligible for unemployment compensation.

The final logistical consideration has been the future of the 80-acre campus. Some equipment and books will travel with professors who go elsewhere in the system, and some will be sold. A state panel concluded that the facilities would best be used as a regional education center, a business site, or a prison.

Fourth-Biggest Employer

With no money for the first option and no offers on the second, federal and local authorities began exploring the possibility of converting the campus into a minimum-security penal facility. Although some here blame the university, it is not involved in the

"What are we saying when we take an educational institution and make it into a prison? We're saying something about our society."

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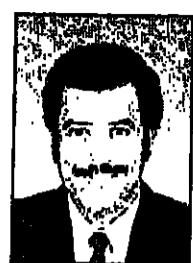
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The Learning Society: In Praise of Automaticity

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.



"Six times seven... That's forty-two." It was only a split-second delay—The kind that shouldn't matter, unless you're an Olympic speed skater or a rocket scientist. Or a fifth-grade math student.

"They need to have those facts down cold," I found myself thinking as I listened to my son and his friends doing their homework. They're very good math students. And yes, they can multiply. They come up with the right answers every time—or just about. But as I watched them sitting at our kitchen table working out problems, I couldn't help feeling that certain kinds of information should be absolutely automatic. I wanted them to have those facts at their fingertips.

What they need, I said to myself, is more drill and practice. And then I took a quick glance around the room, to assure myself that no one had overheard that thought.

I hope you'll sympathize with my dilemma. I don't think of myself as a drill-and-kill educator. I have little patience with the end-of-chapter exercises that require endless repetition of facts, long after they've been mastered.

And as a specialist in educational technologies, I've taken great pains to dissociate myself from the use of computer applications that anesthetize students with repetitive, deadening drill, just as I've repudiated the use of computers for mind-numbing entertainment.

The applications I've championed exploit the computer as a knowledge construction and communication tool, rather than a computational tool. I love multimedia projects that challenge kids to express their ideas and capture their experience in a variety of formats. I strongly support telecommunications projects that inspire young people to cross linguistic and cultural boundaries to explore differences and find common ground. I'm wildly enthusiastic about computer simulations that call for collaborative decision making, and in the process spur students to declare and defend a position.

I'm certainly not alone. Today most teachers want to intensify efforts to develop students' higher-order thinking skills and to promote cooperative problem solving. And so, understandably, we have de-emphasized drill and practice.

But I sometimes wonder whether we've gone too far in the other direction. We may be too quick to criticize those who insist that students fully control basic knowledge structures before moving on to more abstract considerations. We may not be taking seriously enough our responsibility to ensure that our students acquire the core set of cognitive skills and the basic knowledge they need for doing serious work in any field.

If I have any doubts about this as a teacher, I have none as a parent. I want my children to experience the confidence that comes with mastering basic skills to the point of automaticity—that is, to the point where they can use them without hesitation.

I'm not talking just about math. When studying language, students need to know how to conjugate verbs and decline nouns, and they need to have these structures on the tips of their tongues. In social studies, students need to know chronology and geography, so that the important "whens" and "wheres" of history become second nature.

This kind of familiarization requires repetition, constant application, timely feedback, and reinforcement. It's hard work, and it often entails a certain amount of drudgery—but for the student and for the teacher. Most of us teachers admit readily enough, over lunch or in the corridor, that we can't wait to get past the basics so we can really get into the substance of our curriculum. When I taught general physics, we were pretty far into the semester before the core knowledge base was in place, so that we could begin to link physical principles and carry on literate conversations about what happened when we did.

It seems to me that in many instances, the computer can do a better job than teachers at engaging students in the kind of exercises that promote automaticity, thus laying the groundwork for other types of learning. It seems to me that between dreary drill and mindless entertainment lies a broad landscape in which we can involve students in captivating games that pique curiosity, engage fantasy, and make learning fun.

In 1980, Thomas W. Malone published his classic study, *What Makes Things Fun to Learn? A Study of Intrinsically Motivating Computer Games* (Palo Alto Research Center). Malone's basic findings still make sense to me.

Malone demonstrated a critical correspondence between the features that make an environment fun and those that make it educational. The key is individual adaptability. Effective programs monitor and match individuals' skill levels, introducing tougher challenges as students master the material. They offer clear performance standards and concrete feedback about students' success in meeting them. And finally, they present a range of qualitatively different challenges, so students can obtain increasingly complex information about themselves.

A dozen years ago, Malone couldn't have known that these motivating characteristics will be commonplace in the 1990s, thanks to advances in object-oriented programming, and courseware authoring systems, and networked multimedia. Today we have marvelous tools for making basic facts second nature. Tomorrow's tools will be even more effective.

Professors at AAUP Meeting See New Spirit Developing

Continued From Page A12

some changes needed to be made in the 40-member staff, even though the AAUP, to show its support for the tenure system, grants tenure to some of its employees.

Professors who have criticized the AAUP's shift in focus believe that an organization that presents itself as the primary voice of the professoriate and the main defender of academic freedom should stick to its mission. Those critics worry that the AAUP is spreading itself too thin by focusing on too many issues and, as a result, neglecting its primary purpose.

Others here this year were in favor of breaking new ground. They noted that the AAUP would undergo a self-study—the first in at least 10 years—beginning in the fall.

The AAUP's members also adopted statements endorsing plans for national health insurance and for more public financing for higher education, partly through increased taxation. Many said national health insurance had become a big issue for professors, some of whom have seen their benefits cut and their salaries frozen in the past few years.

Association members also adopted a policy that encourages universities to make personnel files available to professors. The call for greater openness is a change for the association, which set off a firestorm in its ranks a few years ago when it filed a friend-of-the-court brief in a Supreme Court case. In the case, *University of Pennsylvania v. EEOC*, the AAUP argued that peer-review documents should be kept confidential. Many of the association's female and minority-group members criticized that position, which they said could lead to discrimination in the tenure and promotion process.

Mr. Bergmann had to wait until after the meeting to accomplish one item on her agenda. Members couldn't reach a consensus on a statement condemning federal restrictions on research involving fetal tissue and the French abortion pill, RU-486. An executive body of the AAUP approved the statement after the meeting ended.

Despite what one professor called the "evolution" of the association, some here criticized what they said were age-old problems at the AAUP. It has often been accused of acting too slowly—on everything from investigating charges of academic-freedom violations to issuing broad policy statements.

Premature Action
Take the furor over "political correctness." A year after the debate first hit campuses, the association issued a statement questioning the motives of those who were fueling the controversy. The AAUP was promptly criticized by members who said it had acted prematurely by issuing a statement that the full membership had not agreed to.

Jim Wilde, meanwhile, a former professor at Lees College who was attending his first meeting, had a different complaint. He was frustrated by the length of time it had taken the AAUP to investigate his institution. Mr. Wilde, who was

COURTNEY LEATHERMAN

Personal & Professional

fired from the college last month, was sent to the meeting by the community-college's chapter and town residents. He said that many in his Kentucky community had hoped the AAUP would be a "white knight" and rescue the college from what some saw as an autocratic administration. Instead, the AAUP began its investigation just last month—too late for this annual meeting to take any action.

Linda Ray Pratt, an English professor at the University of Nebraska at Lincoln and the association's newly elected president, said that despite pockets of tension, "we have more harmony than I've seen in a long time." She believes a more aggressive AAUP can bolster its membership, now about 42,000.

Well Keddie, an associate professor of labor studies at Rutgers University who has regularly attended annual meetings since 1979, agreed. A former member of the United Auto Workers, he believes Ms. Pratt can unite the AAUP on collective-bargaining issues.

Mr. Keddie, wearing his usual faded Levi's and a turquoise-inlaid belt buckle and watchband, can usually be spotted speaking out on other issues at the meeting. He found little to object to at this year's conference—a change for him, he acknowledged. (He was so pleased with the AAUP's anti-union stance in 1969 that he quit for a few years.) "I'm delighted with this organization right now," he said. "We're on the verge of some really significant changes."

Trips to the Mike

Then again, some things never change.

Henry J. Frank, an emeritus professor at Rider College, is also a professor at the annual meeting. Mr. Frank has been a member since 1948. He is famous for his trips to

the traditional academic reward system is blocking the development of computer technology for college classrooms, says the head of higher-education marketing for the International Business Machines Corporation.

The call for a quorum, which came at noon on the final day of the weekend conference, prompted impatient groans. Since only 11 delegates were present and 80 were needed for a quorum, the debate on the statement was declared moot.

The 78th annual meeting of the American Association of University Professors was adjourned.

AAUP Votes to Blacklist 5 Colleges

Continued From Page A12

case for censure," said Tom McDonald, a history professor at Fairleigh Dickinson University. "Committee A is saying 'Trust us,' much as administrators do, but censure is a serious matter."

There was no discussion on the vote to censure Wesley. After the AAUP investigated, Wesley paid cash settlements to six professors who had been dismissed. But the college has not changed the policies that the AAUP said were problematic. As such, Mr. Gorman, said "the committee cannot conclude that all aspects of the case have been resolved."

Colleges Defend Actions

After delaying a vote last year, the AAUP censured Dean for violating the rights of three professors who were fired. The association also imposed censure on Chowan, Loma Linda, and the New Community College of Baltimore for violating the rights of professors who were fired. All of the censured administrations had previously defended their policies and their actions. (For more details on the cases, see *The Chronicle*, June 10.)

A professor who served on the team that first investigated Temple said the university had initially offered to reinstate one fired professor as an assistant professor, although she had held the rank of associate professor. Many here took issue with what they said appeared to be a bogus offer by Temple. But in the end, members voted to lift the censure.

COURTNEY LEATHERMAN

the microphone to object to a question, ask for a point of order, or simply make a speech.

This year, Mr. Frank, wearing plain summer-weight blazer, discussed the association for its statement on higher-education financing. He said it went beyond the bounds of the association's mission. "The statements we make the AAUP should have some relationship to the principles we espouse," he said. "This is an association of university professors. This reads like a document of free economists."

In the past, Mr. Frank has argued against other associations, like its endorsement of the Equal Rights Amendment. Such issues, he says, "are so far afield from the particular purpose of protecting the professoriate and seeking academic freedom preserved."

Princeton has conducted a survey of computer ownership among students for the last four years. In 1989, 37 percent of the students had their own machines.

Ms. Brown attributes the steady state in part to a tight economy.

"Even Princeton students find that adding another \$1,000 for a computer to an already hefty school fee is too much," she says.

Ms. Brown says students really don't need their own equipment, because "we have provided good public facilities."

Waiting in the Wings?

He lost his argument this year too. But Mr. Frank is used to being a lone dissenter and seems almost cheerful about it. "When I stop coming," he said, "they'll have to find another curmudgeon."

His successor may be waiting in the wings.

As the association was debating a statement objecting to federal restrictions on research, an unidentified academic raised a technical and thorny issue: Was there a quorum present to insure the vote would be official?

The call for a quorum, which came at noon on the final day of the weekend conference, prompted impatient groans. Since only 11 delegates were present and 80 were needed for a quorum, the debate on the statement was declared moot.

The 78th annual meeting of the American Association of University Professors was adjourned.

Information Technology

June 24, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A17



Jack McBride (left), of the Agricultural Satellite Network, with Randall G. Bretz. AgSat was a natural for a land-grant institution like the U. of Nebraska.

LINCOLN, NEB.

In a classroom at the University of Nebraska at Lincoln this past spring, James Kendrick gave a course in agricultural marketing to 120 undergraduates. Simultaneously, in a classroom at Clemson University in South Carolina, 30 more students took the course on television and talked with the professor over a toll-free telephone line. At least 200 farmers and businessmen audited the course from homes and offices and extension centers in rural areas around the country.

Mr. Kendrick's course was broadcast on the Agricultural Satellite Network, a national educational telecommunications system for land-grant universities. Seven institutions put courses on the network this

spring—in agricultural sales, food science, solid-waste management, and related subjects. Twenty-seven institutions received those courses by satellite and offered them to their students for credit.

Education for Remote Areas

The telecommunications system, called AgSat for short, was created so colleges of agriculture at land-grant universities could expand their curricula without spending a lot of money. Since no university can offer courses in every subject, the network enables an institution with a specialty, such as agricultural law or ethics, to share its expertise.

The network also makes it easier and less expensive for the institutions to pro-

vide education in remote areas—always part of the land-grant mission.

"Because you're sharing nationwide, AgSat means you're getting more for your dollars. If one university offers a course, another can take advantage of it for little money and make better use of the dollars available," says Randall G. Bretz, assistant director of the network, which has its headquarters at the university here.

Mr. Kendrick, a professor of agricultural economics, lauds AgSat as a cost-effective alternative to sending instructors to extension centers for seminars and short courses.

"I've done extension programming in marketing for years," he says. "I get in my Continued on Following Page

Library of Congress Offers Computer Access to Once-Secret Soviet Documents

By DAVID L. WILSON

WASHINGTON

By using computer networks, distant scholars can now study parts of an exhibit of once-secret Soviet documents that are on display at the Library of Congress. No other library has ever offered direct electronic access to such an exhibit, observers say.

Robert A. Dierker, senior adviser for multimedia activities at the Library of Congress, said: "This is going to revolutionize the way libraries and museums present exhibits."

"Revelations From the Russian Archives" offers scholars, researchers, and historians an unprecedented look behind the scenes of the Soviet Union, from its birth in the October Revolution of 1917 to the abortive putsch in August of last year.

Background Material Included

Computer users will be able to peruse English translations of the 25 most significant documents, out of the 300 contained in the exhibit, together with background information that puts the papers in perspective.

Continued on Page A19



James H. Billington, the Librarian of Congress: "The use of electronic services will make these documents available to 20 million people in 72 countries."

WILLIAM C. COOPER FOR THE CHRONICLE

Satellite Courses Extend Reach of Land Grants

Continued From Preceding Page
car and I drive 200 miles. I hold an evening session or a seminar or an intensive three-day workshop. You can't do that well, because you have to make the subject too simple."

With the network, Mr. Kendrick says, he can provide better programs at less cost. "It keeps me from spending money for Holiday Inn—and from wear and tear on my psyche."

First Full Year

The Agricultural Satellite Corporation was established in 1989 by Jack McBride, general manager of the Nebraska Educational Television Network, and the chief agricultural officers of about two dozen land-grant universities. Because of the time required to obtain financing and build facilities, the network was not ready for a trial run until early 1991. Academic 1991-92 was the network's first full year of operation.

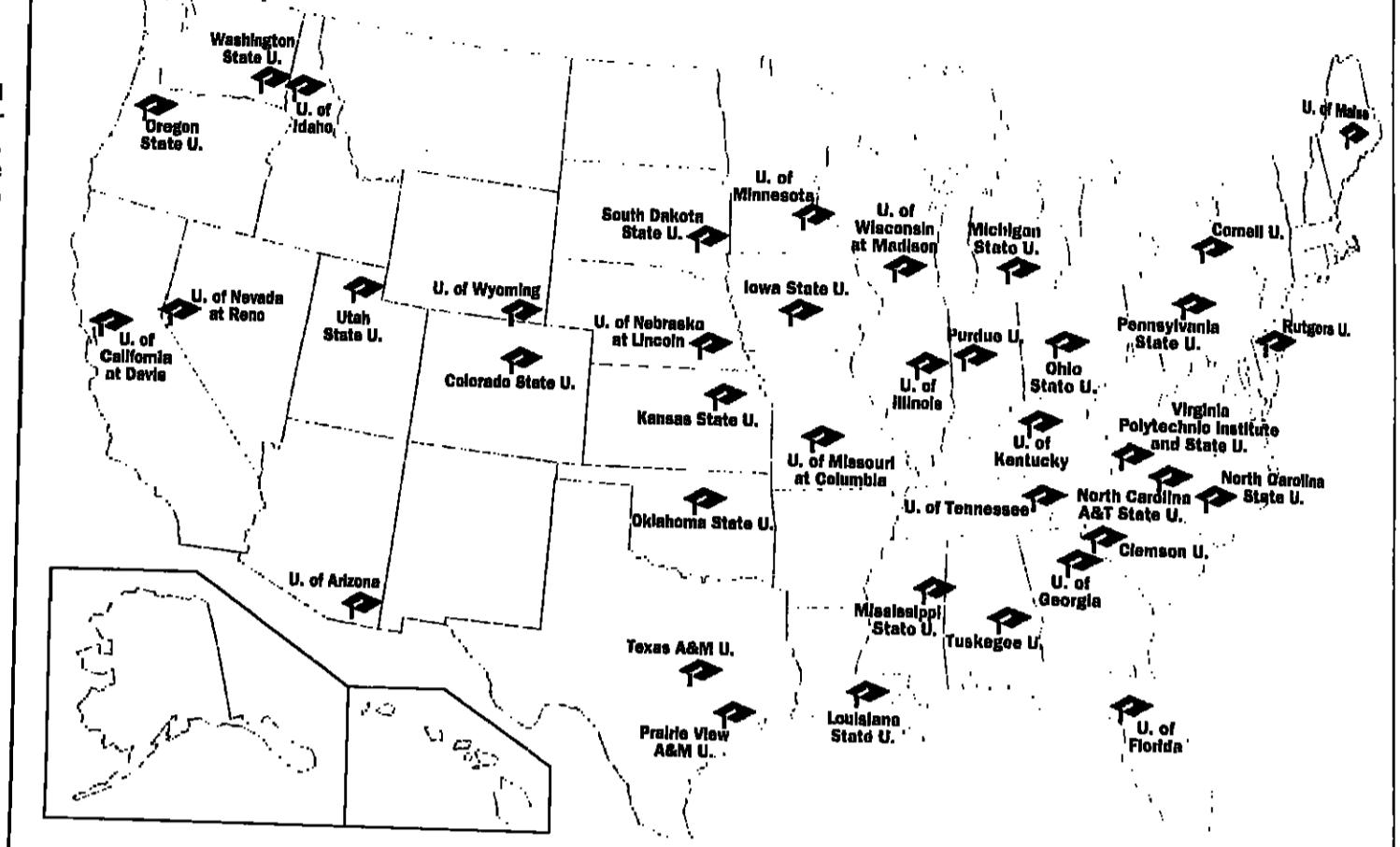
AgSat was formally dedicated this month with a ceremony conducted jointly by the network's Satellite Operating Center in Lincoln and the U.S. Department of Agriculture in Washington and transmitted by satellite to viewers nationwide.

AgSat was modeled after the National Technological University, created in 1984 by a consortium of university engineering schools to deliver degree programs by satellite to employees at high-tech companies.

"AgSat was a natural for the University of Nebraska, a land-grant institution which has a large agricultural college smack in the middle of the country," says Mr. McBride, who is also AgSat's executive director.

The U.S. Department of Com-

Universities Affiliated With the Agricultural Satellite Network



merce, through its Public Telecommunications Facilities Program, has given the non-profit corporation more than \$1.1-million in matching grants to build the technological backbone for the network. The Department of Agriculture has provided close to \$1-million to develop programs. To date, the total investment in the network, including the institutions' contributions, is about \$4.4 million.

Growing Membership

Thirty-eight land-grant universities are affiliated with AgSat. Mr. McBride says he expects that all 72 such institutions eventually will

belong. The universities pay \$10,000 to join the network and a \$500 annual fee. They pay another \$500 for each credit course they choose to receive on AgSat. There is no charge for most extension programs.

The network is still under construction. At present, 18 sites have satellite "uplinks" to send programs to other sites. Six additional sites are scheduled for uplinks by year's end, says Mr. Bretz, the assistant director. About 1,000 sites—campuses, extension centers, and research farms—have "downlinks" to receive programs. More of those are also planned.

Actually, he adds, anyone with a

downlink can pick up the programming on AgSat. "A lot of people in rural communities have satellite dishes, and we don't scramble our signals. People find out about us," he says.

AgSat buys satellite time, usually on CSTAR IV and Spacenet III, from GTE Corporation, the telecommunications company. "The universities book the programs through us, and we buy open space," says Mr. Bretz. Charges, which vary by time of day and type of satellite, range from \$200 to \$400 an hour, he says.

Doubling Its Programming

In 1991, the pilot year, AgSat delivered 300 hours of programs to more than 70,000 people. Mr. Bretz predicts that by the end of 1992 the network will have transmitted between 600 and 750 hours of programs to an even larger audience.

So far, most credit offerings on AgSat have been courses already scheduled on a campus and televised live for satellite transmission. A few have been videotaped in advance for transmission at pre-arranged times.

"To get started, we had to offer courses that were already being offered," Mr. McBride says. "It takes a lot of lead time for credit courses. Academic departments must approve the course, and it has to get into the catalogue."

The first AgSat course, "Introductory Food Science," was broadcast live by Pennsylvania State University's main campus and received on television by Tuskegee University, the Universities of Idaho and Nebraska, and three other Penn State campuses.

"Kansas is on semesters," she says. "Some universities are on quarters. Other universities have semesters that start at different times, and they take spring breaks at different times. It can be a problem."

—BEVERLY T. WATKIN

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Budgeting. "costModel," for IBM PC and compatibles. Lets users estimate the amount of time and effort required to develop a computer program; includes five cost-estimation algorithms; \$690 for program; \$29 for documentation. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3265;

Electronics. "HyperElectronics," for Apple Macintosh. Requires "HyperCard." Tutorial lets students explore electronic circuit board, closing switches, changing the value of resistors, supplying voltage, and more; \$42; quantity discounts available. Contact: Intellimation, Department QAPQ, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "MathWriter, Ver-

sion 2.0," for Apple Macintosh. Lets users enter mathematical expressions into printed material as self-formatted text rather than graphics, so both text and mathematical symbols can be edited in the same document; automatically sizes and centers mathematical symbols; handles variables, formats tables and matrices, and shows renumbering; \$195.

Contact: Intellimation, Department QAPQ, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Programming. "CLIPS, Version 5.1," for Apple Macintosh, DEC VAX, IBM PC and compatibles, and Unix-based machines. C-Language Integrated Production System lets users develop expert systems using object-oriented, procedural, or rule-based programming; \$350 for program; \$140 for documentation. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3265.

Optical Disk. Periodical data bases. "Facts on File News Digest CD-ROM," for CD-ROM players used with IBM PC and compatibles. Contains full text of all news articles, 12-year index, and 300 maps from *News Digest* from 1980 through 1991; \$695; updated annually. Contact: Facts on File Inc., 460 Park Avenue South, New York 10016; (212) 633-2244.

Government & Politics

Final Draft of Higher-Education Bill Draws Veto Threat Over Student Loans



In rejecting previous Administration warnings about pending higher-education legislation, a House-Senate conference committee drew another veto threat.

Opposition from liberal academics may be delaying consideration of the President's eight nominees to the advisory council of the National Endowment for the Humanities.

The Senate Committee on Labor and Human Resources, the committee that will review the nominations, met last week for the first time in three months, but consideration of the nominees was not part of the agenda.

President Bush made the nominations in April.

Teachers for a Democratic Culture, a group that supports multiculturalism, feminism, and diversity in the curriculum, contends that Lynne V. Cheney, the chairman of the endowment, is packing the new council with opponents of those trends.

A Senate aide said that all the Democrats on the committee had been contacted by representatives of the group and that "these contacts have given them reason to think more carefully about the nominations."

However, another aide, from Sen. Brock Adams's office, said the delay didn't necessarily mean that any of the nominations were in trouble. "There's a lot of reading on these folks, they all have long bibliographies. And frankly, some other people have sent us other things, like recommendations or non-recommendations that we feel we must review," the aide said.

Charles E. M. Kolb, deputy assistant to President Bush for domestic policy, called last week for higher standards in higher education and suggested that student aid be tied to academic achievement.

"If you don't expect more, you won't get more," Mr. Kolb said at a symposium sponsored by the National Commission on Responsibilities for Financing Postsecondary Education. He said policy makers had focused too much on the costs of higher education and not enough on quality.

On the subject of paying for higher education, the intended topic of the discussion, Mr. Kolb said government student-aid programs "have grown unnecessarily convoluted and complex."

Mr. Kolb then returned to the question he stressed throughout his speech: "Access to what?"

Mr. Kolb said the focus on financial issues would hurt students, educational institutions, and the nation in the long run. He also warned that American colleges might cease to attract as many foreign students as they have in the past as a result of deteriorating standards of education and competition from nations like Japan, which have stepped up efforts to draw students from abroad.

Colleges should recognize their self-interest in improving their quality, he said. "If you don't do it, you're going to be hurting yourselves."

Education Secretary says legislation is 'destroyed'

By THOMAS J. DeLOUGHRY

WASHINGTON
Lawmakers last week drafted final legislation to reauthorize the Higher Education Act. The Bush Administration promptly vowed to veto the measure.

The legislation would govern federal student aid, assistance for black colleges, teacher-education measures, and a variety of other college programs for five years.

Members of a House-Senate conference committee virtually guaranteed the veto threat when they ignored objections from President Bush and Republican lawmakers and voted to expand a direct-loan program that the White House had opposed. The plan would end federally guaranteed bank loans to students at 500 colleges and trade schools in favor of direct federal loans.

Supporters Are Confident

Congressional aides said they expected the Senate to vote on the compromise before July 4. They said the House of Representatives probably would approve the bill and send it to the White House before Congress adjourns July 11 for the Democratic National Convention. The current higher-education law expires September 30.

Democrats were confident last week that the bill would be approved, given the overwhelming support that two separate reauthorization bills attracted earlier this year. The House bill passed by a vote of 365 to 3, and the Senate vote was 93 to 1.

It was unclear whether President Bush could rally enough support from Republicans to sustain a veto.

In addition to the direct-loan program, the mammoth higher-education bill would:

- Establish a student-loan program for all students, regardless of need.
- Raise borrowing limits on Stafford Student Loans, Supplemental Loans for Students, and Parent Loans for Undergraduate Students.
- Authorize lawmakers to increase the maximum Pell Grant from \$2,400 this year to \$3,700 for the 1993-94 academic year and to \$4,500 in 1997-98.
- Allow students attending institutions with high student-loan default rates to remain eligible for Pell Grants.

President Bush's veto threat came in a statement from Education Secretary Lamar Alexander that arrived on Capitol Hill before the 44-member committee concluded its work. The Secretary said lawmakers had "destroyed" the bill by adding a loan program "that will create billions of dollars of new unlimited government debt."

Rep. William D. Ford, the Michigan Democrat who chairs the House Education and Labor Committee, reacted angrily to the statement. "I think it's one of the most irresponsible outbursts of petty childishness that I've ever seen in all my years on the committee," he said. Mr. Ford has been on the committee since 1965.

Bush Administration officials had said

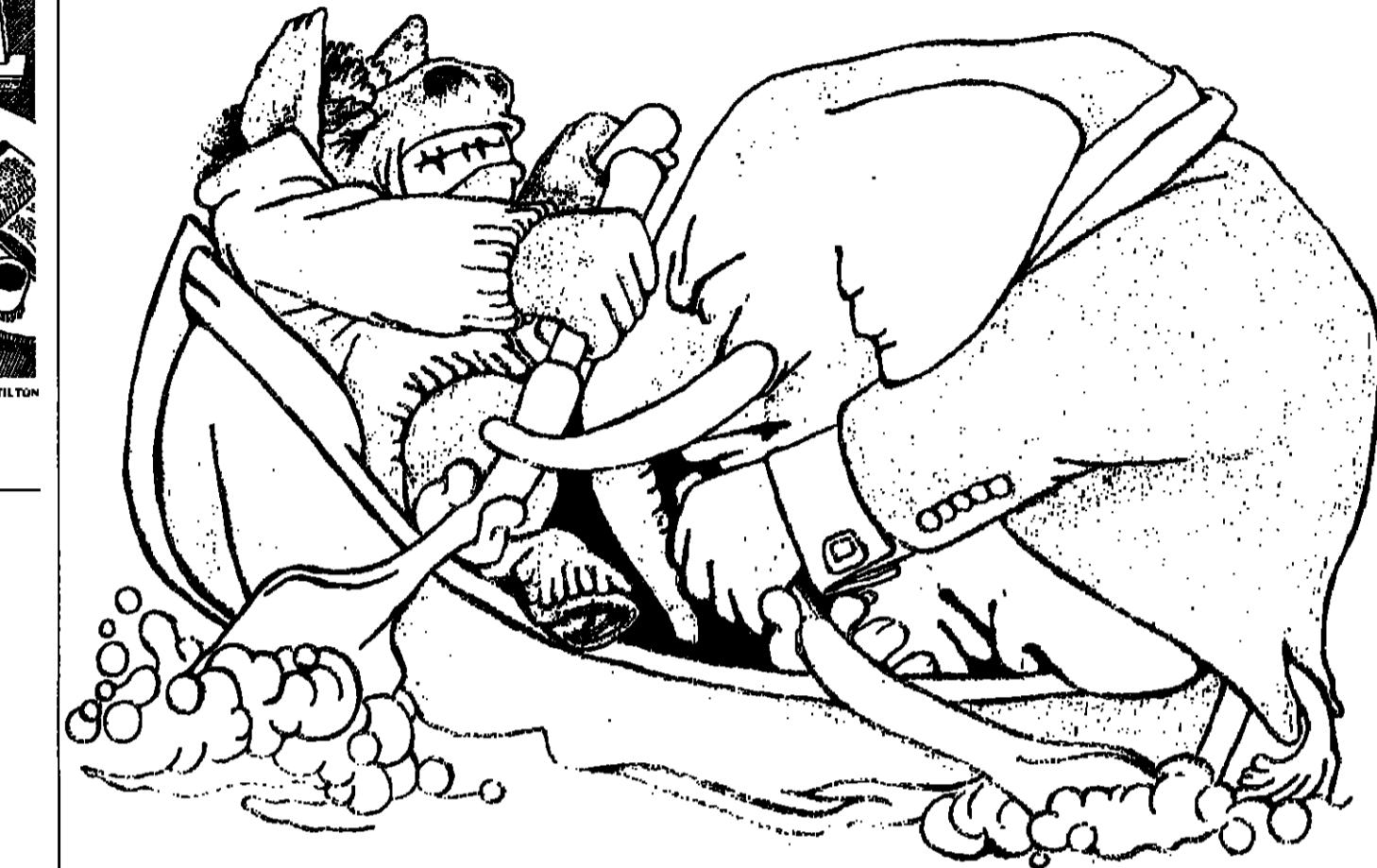
THE CHRONICLE OF HIGHER EDUCATION

Section 2

June 24, 1992



Opinion: What I did on my sabbatical B2



all of the time and the Senate for all but six years.

Scholars of politics have been slow to recognize that, in times of divided government, fundamental tenets of their discipline are rendered obsolete. During the long period of unified party government, it became a settled doctrine of political science that the political party was the indispensable instrument that brought together the institutions of government that the Founding Fathers had so carefully separated. In a variety of metaphors, the political party was extolled as the bridge across the constitutional chasm, the web that unites the separated branches, the tie that binds.

A corollary to the doctrine of party government was that of Presidential leadership: No government could be dynamic without a leader. And the logical point of leadership was the head of the governing party, the leader of the legislative as well as the executive branch.

But the second election of President Eisenhower in 1956, the long era of unified party government gave way to the current era of divided government. Since 1956 the country has had Republican Presidents 68 percent of the time; since 1968, 83 percent of the time. During those years, the Democrats have controlled the House

and the Senate 54 percent of the time. Political science needs a new theory to explain how the coalition government produced by split tickets can be made to work. In the last year or so, political scientists have been catching up with the realities of today's politics and at least half a dozen books dealing with the problems posed by divided government have appeared. No

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A Government Divided Against Itself



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OPINION

Scholars Need New Theories to Analyze the Challenges of Divided Government

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consensus has emerged, but at least the right questions are being asked.

Does divided government create stalemate in the legislative process? Do policy differences between the branches lead to incoherence and breakdown in the administration of the laws? Does the conflict growing out of partisan division of government undermine public confidence in governmental institutions and their leaders? Does divided government destroy the accountability that is essential for democratic control of government by voters?

Not all political scientists now writing on the subject will agree, but to me the answers to all four questions are affirmative. The problems constitute a four-point indictment of divided government as a model for our third century of national life and argue for a return to the unified party government that prevailed through most of our history.

How does divided government affect the legislative process? For anything constructive to happen when government is divided, the Democrats who control the House and the Senate must reach agreement with the Republican President. Such agreement is always arduous and at times impossible. People divide into parties, after all, because they disagree in fundamental ways about what government should do, for whom, and how. The clash of opposing philosophies and program ideas—with the voters as arbiters—is what gives government its spirit and its meaning.

When the government is divided between the parties, that normal and healthy debate is transformed into conflict between the branches of government themselves. The President vetoes Congressional proposals; the Congress labels his recommendations "dead on arrival." It is at such times that the Congress is "stymied by relentless . . . maneuvering for short-term political advantage," as Democratic Sen. Timothy E. Wirth of Colorado put it when in "anger and frustration" he announced his retirement in April.

THE POLITICAL SCIENTISTS Allen Schick and Matthew McCubbins, among others, have convincingly blamed divided government for the decade-long impasse on fiscal policy that created the current \$400-billion deficit and \$4-trillion national debt. Republicans in full control of the government would have reduced the deficit by further cutting domestic spending; Democrats would have decreased it by raising taxes. With government divided, each party had the power to thwart the other's program but not enough to enact and carry out its own. The country got the spending without the taxes.

This year, each party had at least something of a program designed to speed the nation's recovery from recession. Reflecting the differences in party philosophies, programs, and sources of support, the Republican proposal featured the capital-gains tax cut sought by the financial community, while the Democrats offered a tax cut designed to favor (although it was not necessarily sought by) the middle class. The President's program was rejected out of hand by the Congress, and Congress's program, in turn, was killed by a Presidential veto. Either plan, presumably, might have been better than nothing at all.

Does divided government lead to inefficient administration? When government is

unified, the Congressional majorities are more willing to delegate to administrators the flexibility and discretion they require to execute the laws, because they are delegating power to an executive branch headed by their own party leader, the President. In a divided government, in contrast, delegations of authority go to administrators of the opposing political faith, who are intent on steering the course of government in their direction, rather than in the legislators'. Thus, the power to enforce laws written by the Democrats to protect the environment or consumers or workers' safety or opportunity for members of minority groups is in the hands of Republican officials who may be less than fully sympathetic to the Democratic policies.

Inevitably, legislators try to tighten their control of administration by withholding discretion and writing detailed prescriptions into law, often to the point of unworkability. Congressional staffs multiply for the purpose of supervising administration. Administrators, in turn, complain of meddling and "micromanagement" of being torn between conflicting directives from their White House and Capitol Hill supervisors, and of administrative paraly-

"Political science needs a new theory to explain how the coalition government produced by split tickets can be made to work."

sis when the two branches cannot reconcile their partisan differences.

What does divided government do to public confidence? As the partisan debate turns into a feud between the branches, not only does Washington appear impotent to solve the nation's problems, but its affairs are conducted in an atmosphere of conflict and rancor. The President condemns Congress as being run by spendthrifts and wastrels, tainted with corruption. Legislators, in turn, denounce him as incompetent, lacking in vision and in compassion. In time, the evidence suggests, the people come to believe both sides.

Lastly, what is the impact of divided government on accountability to the public? Divided government lends itself to passing the buck and avoiding blame. In the days of unified party government, a President and his party won, for at least two years and usually for four, the power to carry out the policies for which they had received their mandate. At the end of four years, the party in power was accountable to the electorate. If it had satisfied the voters' expectations, it was returned to office. If it had failed, it was turned out and the opposing party given the reins of government.

But now, when the government fails, the President heaps the blame upon the Congress—as we can already see in this year's campaign—while the Democrats cry that the fault is his. How can the voters hold anybody responsible for the massive deficits and debt or the savings-and-loan debacle or the plight of cities like Los Angeles, when in fact nobody has been?

Divided government is caused, of

course, by voters' splitting the ticket. Scholars, like the political scientist Gary Jacobson, suggest that ticket splitting will continue because people use different criteria in selecting among candidates for different offices: They look to Presidents to handle large national problems, such as foreign crises and economic policy, and they have greater trust for Republicans in those areas. They expect Congress to look after matters affecting local constituencies, and they find the Democrats more effective there. Some people have put it more crudely: The voters elect Democrats to Congress to enact spending programs, then put a Republican in the White House to make sure they won't have to pay for them.

Ticket splitting could be prohibited only by constitutional amendment. Voters could be required to select among party "team tickets" that included their candidates not just for President and Vice-President, but also for the Senate and the House of Representatives. Clearly, no such amendment would ever be considered by Congress, for what legislator would want to risk being dragged to defeat by an unpopular Presidential candidate? Nor would the public at large ever consent to such a limitation on its freedom of choice.

The Committee on the Constitutional System, made up of former Congressmen, high executive-branch officials, and other elder statesmen, has recommended that

each state give its voters the option of voting a straight ticket by making a single mark on the ballot or by pulling a single lever on the voting machine. But some states already do so, and the proportion of ticket splitters is not significantly reduced.

Lloyd Cutler, co-chairman of the committee, has advocated sequential elections, with the Congressional choices to be made two or three weeks after the Presidential balloting. Knowing who would be inaugurated President, the voters might heed his or her plea to send to Congress a majority of the same party. But perhaps, because of their distrust of past leaders, they would react in opposite fashion, deliberately electing to Congress members of the opposing party to restrain the President.

In the absence of a constitutional amendment, scholars, policy makers, and in fact anyone who would like to see a more harmonious, cohesive, and hence more effective government (or at least more accountable government) can only exhort the voters: If you want George Bush as President and want him to succeed in his purposes, then give him a Republican Congress to support him. Or, if you prefer the policies and legislative potential of a Democratic Congress, give it a Democratic President who will lead it and sign its bills.

WHICH BRINGS ME TO the first lesson of my sabbatical: The more time you have to write, the more pressure you feel to produce something. A sabbatical isn't a chance to rest, but finally to work on a cherished project without classes, students, papers, and committees

OPINION

The Frustrations and Satisfactions of a Sabbatical

It may seem like a privilege, but it's no paid vacation

By Howard Good

I WAITED SEVEN LONG YEARS to go on sabbatical. Then, in one short semester, it was over. I might have taken a year's leave, but that would have meant half pay—and having the bank foreclose on my house. So I took what I could afford, and what I could afford, my wife told me with charming candor, was one semester.

That is still more than people in other occupations ever get. I always knew that as a professor I led something of a privileged existence. But I don't think I really knew how privileged it was until I went on sabbatical while everyone else who expected a paycheck went off to work.

On the other hand, my sabbatical was hardly a paid vacation. I didn't travel to foreign parts, although quite a few of my colleagues and students assumed that I would.

My last semester on campus, the question I was asked most often—except for maybe, "Did we do anything in class today?"—was, "Where are you going on your sabbatical?"

"To my study," I would reply, trying in the way of all flesh to make it sound like a *palazzo*.

Actually, my study is a small, upstairs room furnished with a metal file cabinet from my father's old office; a kidney-shaped, cherrywood desk from my wife's grandmother; a lottery bookcase from long-ago days in married-student housing; and carpeting from Sears. Laminated diplomas and framed posters hang on the walls, and overdrill library books, manila folders, photocopies of journal articles, and flakes of pipe tobacco lie scattered on the floor.

The room has two windows, and a towering maple grows outside one of them. When I am sitting at my desk and happen to raise my eyes from my computer, I see its darkly tangled branches. For a writer stuck for a word or an idea, this can be unsettling, like staring into the confusion of his own mind.

I describe my study in some detail because it was the center—and the top, bottom, and sides—of my world for four months.

Never before had I had so much uninterrupted time to write, and I was determined not to squander a moment. The result was that even when I was having trouble putting sentences together, I didn't shut down shop and take a walk to clear my head. I typically would remain in my study from 9 or 10 in the morning until midnight or later, coming out only to reheat my coffee in the microwave, find matches for my pipe, and eat dinner with people I vaguely recognized as my family.

James L. Sundquist, senior fellow emeritus at the Brookings Institution, has just completed a revised edition of *Constitutional Reform and Effective Government* (Brookings, 1986), to be published this fall.

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front of a computer all day, every day, to make you look forward to standing in front of a class again. Thus the third lesson of my sabbatical: You get surprisingly nostalgic for the company of students once the initial shock of being on leave has worn off. Writing is lonely work, full of false starts and obscure resistances. I realize now that teaching 10 hours a week provided a welcome break from my toil on previous books and probably even helped save my sanity. About a month into my sabbatical, I began to miss it—teaching, that is, not my computer.

Despite the fact that my sabbatical had its ironies and frustrations, it was a good experience over all. When I write up the report on it that is required by my college, I can cite several important accomplishments: I drafted the opening chapters of a new book; I recovered some of my old enthusiasm for teaching; I bonded with my computer.

This should satisfy even the most tyrannical administrator . . . I hope. Pleasing administrators is important, because the current recession has made life on college campuses rather insecure, especially for faculty members. On my own campus during the past two years, we already have endured a "payroll lag" (which means, in plain English, that we had a week's salary withheld), a cutoff of employer contribu-

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tions to our pension fund (these have now been restored), and a severe limit on sabbaticals. Senior professors who asked for half-year leaves at full pay found their requests summarily denied.

For administrators looking at the bottom line, sabbaticals may seem like a luxury and therefore expendable in these tough times. But I would argue just the opposite—that sabbaticals are a necessity and never more so than now, when faculty members are having their pay withheld, their departmental budgets slashed, the size of their classes increased, and their "political correctness" questioned. It would take a peculiar management style—peculiarly perverse—to cancel their sabbaticals, too.

THERE IS NO SURE WAY to destroy the morale of faculty members than to deprive them of sabbaticals. Without an occasional semester off for self-renewal, they cease to be productive scholars, interesting teachers, valued colleagues. They become tired and discouraged, and this even before marking the latest batch of papers.

A person needs a dream to survive the daily grind. I am too old to dream anymore of playing for the New York Mets or of becoming a rock 'n' roll legend or of finding Truth. Nowadays my dreams are smaller and simpler—for example, to go on another sabbatical seven years hence. Who knows? By then I might even be able to afford to take a whole year off.

Howard Good is associate professor of journalism at the State University of New York College at New Paltz.

to distract and delay you. You sure don't want to blow it.

The second lesson of my sabbatical is ironic in light of the first. No matter how hard you work while on leave, you never accomplish as much as you intended. I had planned to write at least three chapters of a book on American film. I ended up writing two, and both need revision.

Since returning to the classroom I have

been greeted again and again by the question, "Finish your book?" I suppose those who ask it mean well, but I still want to strangle them—slowly. Finished my book? In four months? What am I, Superprof, able to leap massive amounts of research in a single bound?

I wish I could. Then I wouldn't have to reply with apparent nonchalance that my book is nowhere near completed, all the while secretly worrying that I might never complete it. Perhaps my brain will deflate or my motivation will dry up, or perhaps I simply will be too busy teaching three over-enrolled courses each semester to write the remaining chapters. The road to the classroom, as anyone who has observed faculty life knows, is paved with abandoned manuscripts.

And yet there is nothing like sitting in

LETTERS TO THE EDITOR

Animal Experimentation and Medical Research

TO THE EDITOR:

Stephen Burd's article on the primate centers failed to acknowledge that scientists and clinicians are among the leading critics of animal experimentation ("NIH Regional Primate Centers Hope Reauthorization Means More Money," June 3). There are over 3,000 physician members of the Physicians Committee for Responsible Medicine and the Medical Research Modernization Committee—organizations that have raised serious scientific objections to animal experimentation.

For example, we have found that our current understanding of AIDS has derived primarily from human clinical investigation, using such powerful tools as population studies, CAT scans, tissue cultures, and autopsies. Animal "models" of AIDS involve fundamentally different disease processes, and none of the animal data can be reliably extrapolated to humans.

Scientifically tenuous studies on innocent animals who suffer social isolation and, often, physical debilitation are described by Tulane Regional Primate Center Director Peter J. Gerone as "the only ethical thing to do." Those who lack Gerone's vested interests in animal experimentation may envision other ethical ways to invest the limited financial resources available, such as broader support for human clinical investigation, greater emphasis on prevention of AIDS, and improved social support for those afflicted with AIDS.

STEPHEN R. KAUFMAN
Chair of Medical Research
Modernization Committee
New York City

TO THE EDITOR:

It's revealing that *The Chronicle* chose to describe me as an animal-rights activist. This says something about the biases of editors, and reflects the generally held misconception that the only people critical of animal research are animal advocates.

There are thousands of medical people and other scientists around the country who are critical of animal research because of its inherent sci-

entific flaws. Still, the research establishment continues its attempt to frame the debate as merely an argument between "scientists" and "animal activists."

During several hours of telephone interviews, your reporter and I never once discussed animal rights. We did, however, spend a great deal of time going over the specific scientific limitations of animal research in AIDS—the subject of my Master's thesis in public health at Columbia University.

A central tenet of animal experimentation is that truth can only be discovered in a controlled laboratory setting. This relegates human clinical and epidemiological data and other events of the real world to mere "observations" until the facts are "proved" in a lab.

As a result of this world view, our tax dollars paid for experiments to prove that simian immunodeficiency virus (genetically similar to but with significant biological differences from HIV) is a highly mutable virus; that it is transmitted sexually as well as during pregnancy; that mom-baby transfer of the virus takes place either *in utero* or perinatally; and that co-factors beyond the virus itself have a significant effect on the actual development of disease. These "valuable" AIDS studies were done in 1989 and 1990—years after these facts were apparent in people infected with HIV.

As in housing, health care, and many other areas of societal concern, the choices made in our names have much more to do with powerful vested interests than with meeting real-life needs. Unfortunately, in the emotion-laden area of medical research and its presumed benefits to the public, secrecy and the exploitation of very real fears of death and disease have kept this reality hidden from public scrutiny.

BETSY TODD
Instructor of Nursing
College of Mount Saint Vincent
Riverdale, N.Y.

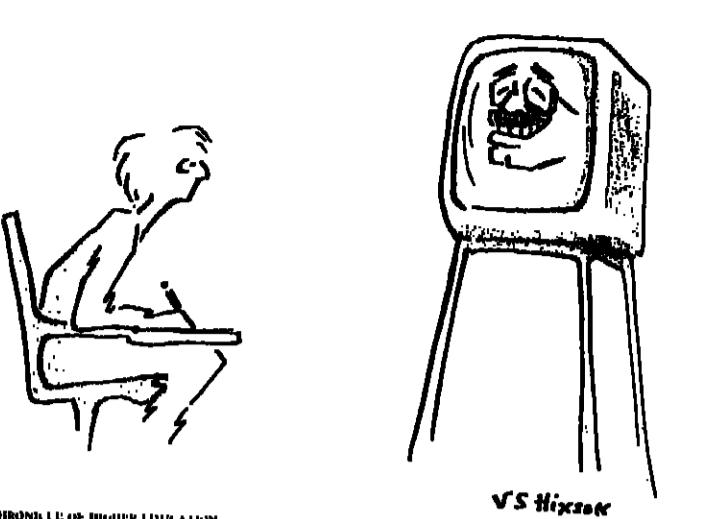
TO THE EDITOR:

The article by Stephen Burd on Regional Primate Research Centers cer-

tainly provides keen insight into mechanisms by which animal-rights activists use quasi-scientific credentials to gain apparent "scientific" credibility.

Betsy Todd, a member of an organization called the Medical Research Modernization Committee, questions the relevance of medical research using animals by suggesting that primate centers attempt to justify their existence solely by investigating "the disease of the day." It should come as no surprise that major funding for activities of the Medical Research Modernization Committee has come from two animal-rights groups closely linked with People for the Ethical Treatment of Animals—the New England Antivivisection Society and the Physicians Committee for Responsible Medicine. Literature from the Medical Research Modernization Committee attacks the value of medical research in general, not just research involving animals. Its literature states: "Vaccines played no significant role in reducing mortality rates in the United States." The group also says that "researchers routinely lie about their activities and oppose all efforts at reform." Members believe that most medical research should end. They seek additional funding to increase prevention of disease rather than finding cures, while failing to recognize that many diseases are chronic and not currently curable. For example, the literature states that "medical treatment is the least important factor in determining health.... It is not surprising to learn how small a role medicine has played in the improvement of health over the past century."

The Medical Research Modernization Committee and the Physicians Committee for Responsible Medicine, another animal-rights group, have failed to generate widespread support among the public and, more importantly, the medical community. However, to many individuals, a seemingly authoritative voice is often enough to sway an argument. The Regional Primate Research Centers have been spectacularly successful in providing keen insights into basic



THE CHRONICLE OF HIGHER EDUCATION

"Now that the semester is over, I just want to say that it's been wonderful getting to know all of you."

physiological and pathophysiological mechanisms of disease. In particular, primate research has been invaluable in any number of contemporary scientific investigations. Let me hope that a decision to reauthorize funding for the nation's seven Regional Primate Research Centers will be based on reasoned argument and not the hyperbole of the animal-rights movement.

JERON M. LEON
Assistant Vice-President
of Science and Technology
American Medical Association
Chicago

College admissions
in the 1990's

TO THE EDITOR:

Richard Chait's opinion piece, "The Growing Hucksterism of College Admissions" (May 20), trivializes the work being performed at the nation's colleges and universities by admission officers and counselors. His assertion that the majority of college admission activity is nothing more than the "packaging," "promotion," and "selling" of the institution flies in the face of my observation that many colleges and universities are simply employing proven techniques and contemporary communication devices to deliver their messages to prospective students.

I would like to suggest a more positive scenario that Chait, himself, may have alluded to when he pondered we shouldn't "embrace the trend toward a market-driven academy." In the process of attracting a higher percentage of high-school graduates to college campuses, marketing efforts also created a consumer attitude in students and their families. However, given the relative parity in marketing efforts, I believe success in student recruitment will be increasingly determined by the actual delivery of "product." Colleges will have to work harder to keep their programs competitive (which, we assume, will mean better), and their spokespersons must become adept in translating institutional benefits for a more diverse and informed audience. Enrollment success will be determined by how well colleges work with the students after marketing efforts have brought them to the door. Whether measured by a J. D. Powertypewriter index or another instrument, student satisfaction and institutional process, the National Association of College Admission Counselors was founded in 1937 to establish a code of ethics that would guide colleges and secondary schools in their relationship with students. The association's Statement of Principles of Good Practice stands as the benchmark that institutions and individuals can follow in guiding students through the school to college transition.

I hope my colleagues look beyond Chait's "hucksterism in college admissions" reference (such headlines do sell papers!) and focus on the opportunity we have to prove him wrong.

WILLIAM T. CONLEY
Dean of Undergraduate Admissions
Case Western Reserve University
Cleveland

TO THE EDITOR:
Richard Chait cites several salient examples of recruitment mania, exorbitant recruitment expenditures, and the dizzying array of financial inducements to students. This does happen; however, the egregious examples cited are not marketing at all.

Rather, they reflect a panic mentality that has set in at many campuses. As

FRANK BURNEY
Executive Director of National Association
of College Admission Counselors
Alexandria, Va.

Students still select colleges based on academic quality, programs, and reputation, not on recruitment ploys.

CAROL CARLISLE
"Do me a favor. Don't begin your sentences with hopefully."

TO THE EDITOR:
It is the time of year to measure the size of the freshman class

OPINION

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true marketing plan involves careful planning based on meaningful, strategic analysis of the effect of every recruitment effort on enrollment, and reasonable checks and controls to achieve expected results within a rational budget.

The traditional U.S. college-age population (ages 18-21) increased by almost 80 percent from 1960 to 1979. During that time college capacity expanded accordingly. That same population has declined by about 24 percent since 1979, so the bulk of the decline in our traditional college-age population has already occurred. High-school graduates should reach their lowest numbers in most states within the next two or three years. In fact, at the low point there will be about as many high-school graduates as there were in 1967. Yet there has been little willing reduction of capacity, fostering this cut-throat environment.

Facing this challenge, admissions officers are sometimes forced to recruit at any cost. As a result, they recruit prospects with marginal probability of enrolling, and they recruit marginal students. They often generate 10 or more inquiries for each application they receive. Does it make

I can't disagree with Chait's premise: Fewer students and a stable number of colleges evokes Economics 101's law of supply and demand. Although the aggressive marketing efforts increased the college-bound rate during the 1980's, the law of diminishing returns has characterized the 1990's. Creating a demand will now yield very little; for every college that increases market share, another will lose it. As the margin is already narrow for the majority of colleges, Chait's scenarios suggest the supply will diminish only after fly-by competition.

I would like to suggest a more positive scenario that Chait, himself, may have alluded to when he pondered we shouldn't "embrace the trend toward a market-driven academy." In the process of attracting a higher percentage of high-school graduates to college campuses, marketing efforts also created a consumer attitude in students and their families. However, given the relative parity in marketing efforts, I believe success in student recruitment will be increasingly determined by the actual delivery of "product." Colleges will have to work harder to keep their programs competitive (which, we assume, will mean better), and their spokespersons must become adept in translating institutional benefits for a more diverse and informed audience.

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Gifts as Congress Reauthorizes the Higher-Education Act"). Give us a break! This was less than one-tenth of 1 percent of the \$73.4-million contributed by all PACs in this period as reported by the Federal Election Commission. This does not even qualify as "chump change" inside the Beltway. It hardly merits two pages in *The Chronicle*. Since there are over 1,800 schools in the "Career College Association" this amounts to less than \$40 per school.

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So, yes, as Mr. Chait predicts, the competition will continue for some years to come, but it does not have to get worse. Only time will tell whether some colleges will have to get out the red "sale" tags. GLEN A. THOMAS
U. A. Thomas Associates
Phoenix, Md.

The political currency
of trade schools

TO THE EDITOR:

I was really surprised to learn from an article in *The Chronicle*, May 20, that the all-powerful trade-school "PACs" were able to raise the humongous sum of approximately \$69,800 to contribute to members of Congress from January 1991 to March 1992 ("Banks and Trade Schools Increase Their Campaign

higher education have available a currency that is not accessible to us. They can, and do, award honorary degrees to just about any politician who can stand up to a podium and is not embarrassed by wearing a funny hat. I, myself, must confess to making what was, for me, a very substantial contribution to the campaign fund of a local Congressional candidate. Shortly after his election, he was awarded an honorary degree by one of our local colleges. When the time comes, I wonder whose phone call he will take first, one from the president of that institution or one from me.

PHILIP CHOKEY
President
Electronic Institutes
Pittsburgh

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What the career schools did do very effectively was to organize a grassroots lobbying campaign. The thrust of this was mainly to get members of Congress to visit career schools and speak with their students and the employers of their graduates.

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UNIVERSITY OF BOTSWANA

Applications are invited for the following appointments:

ASSOCIATE PROFESSOR OF CHEMISTRY (TWO POSTS)
(Vacancy No. S/C 1/92)

The appointees will be required to participate both in the teaching and research programmes of the Department. The Chemistry Department offers both combined major and single major B.Sc. degree programmes. It also offers M.Sc. degree programmes in Analytical Chemistry, Physical and Inorganic Chemistry. Applicants should have at least a Master's degree but preferably a Ph.D. in Analytical Chemistry, although other qualifications would be considered. In addition, a proven record of research and publications. Work experience in a developing country will be an added advantage.

LECTURER IN BIOLOGY
(Vacancy No. S/B 1/92)

The successful candidate will be expected to teach the whole field of Invertebrate Zoology and should have a specialisation in an area other than Entomology and Parasitology. Other responsibilities will include assisting and designing courses of four years combined and single major B.Sc. and B.Ed.(Sc) degrees with special responsibility for the general invertebrate Zoology course. Enthusiasm to promote research and development, graduate levels and an active research programme will also be expected. Applicants should have at least an M.Sc. but in all probability the successful candidate will have a Ph.D. and a proven record of research and publications.

LECTURER IN STATISTICS (TWO POSITIONS)
(Vacancy No. S/STAT 1/92)

Duties will include teaching one or more Diploma and Degree level courses in Mathematical and/or Applied Statistics (and possibly classes for the Master's degree which the Department of Statistics will soon be launching) as part of the three tier system of courses offered in the Faculty. Applicants should have at least a Master's degree in Mathematics and/or statistics with or without qualifications in teaching introductory level computer (calculator) courses. Teaching qualification and experience in both secondary and tertiary education would be an advantage. Between those who do not have the experience but have the necessary qualifications may also apply. Applicants who reacted to the first advertisement for this vacancy need not apply.

LECTURER IN LIBRARY AND INFORMATION STUDIES
(Vacancy No. S/LIB 1/92)

The successful candidate will be expected to participate in the teaching of the Department's full range of programmes from Certificate to Postgraduate Diploma, and specifically will be expected to participate in the following areas of teaching: Library and Information Resource Management, Information Technology, School Library Studies, Sources of Information in Africa. In addition, the appointee will be required to carry out research, publication and service functions associated with a university leadership. Applicants should have at least a Master's degree in Library and Information Studies or related discipline and should have previous practical experience in Information Technology, particularly MSDOS, WordPerfect, DBASE IV and CDCHSIS. Previous teaching experience will be preferred.

Remuneration per annum: Associate Professor P67,188-P73,164; Lecturer P26,772-P57,554.

Fringe benefits include Motor Car Purchase Advance Scheme, an optional 50% U.B.C. scheme, a child plan, car allowance at 15% of basic salary for staff earning a basic salary of at least P34,464 per annum, and free tuition for spouse and up to four dependent children on courses offered by the University but not at its affiliated and associated institutions. Additional benefits for ex-spouse staff include: educational allowance for up to four dependent children and gratuity at 25% of basic salary on successful completion of a two year contract.

Applications quoting the vacancy number, full and up-to-date CV's, certified copies of educational certificates and names and addresses of three academic referees should be addressed to the Assistant Registrar (Academic Staffing), University of Botswana, Private Bag Q122, GABORONE, Botswana. Applications should set out their reference to submit references directly to the University before the stipulated closing date, noting that applications with incomplete information may not be acknowledged. Candidates who have previously applied unsuccessfully need not apply again. Applicants resident in the UK should also send a copy to the Appointments Department, University of Commonwealth Universities, 36 Gordon Square, London WC1H 0PT. Closing date: 10 July 1992.

Assistant Professor of Economics
TENURE TRACK, FALL 1992

The Maria College Management Studies Department is seeking applicants for the position of Assistant Professor of Economics to teach Principles, Intermediate Macro, and History of Thought. Ability to teach Environmental Economics a plus. Ph.D. required.

Women and minorities are urged to apply. Please submit letter of application, résumé, and three letters of recommendation by July 10, 1992. Credentials will continue to be accepted until the position is filled. Please address to: Dr. John C. Kelly, Chair, Division of Management Studies, Marist College, MPC 905, Poughkeepsie, NY 12601.

Marist College is an Equal Opportunity, Affirmative Action Employer.

THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

The Academy for Educational Development (AED) has openings for (A) TEFL Training Advisors and (B) English for Specific Purposes (ESP) Specialists in the implementation of the Integrated English Language Program (IELP) in Egypt.

TEFL Advisors: Successful candidates are expected to provide quality assistance in the areas of training and teacher training, materials preparation, at least two years of trainer or teacher training experience, specifically in the areas of ESP and 5 to 10 years' teaching experience using TEFL instructional materials. ESP Specialists: Competitive candidate will have considerable experience providing appropriate expertise in the area of ESP, which shall entail an ongoing process of assessment of training needs. S/he will assist in the design, planning, training, the preparation of instructional materials and the delivery of training, assessments, M.A. or Ph.D. in TEFL or related field; demonstrable expertise in training needs analysis; TEFL course design and materials production; strong knowledge of TEFL or related field; demonstrated expertise in training needs analysis; English as an English Language teacher. Further qualifications for both post: citizenship in an English-speaking country; seeks management position; knowledge of Arabic is desirable; B.Ed. package; U.S. reflect USAID/WBIC; over 10 years' experience (including round-trip airfare, school year appointments, renewability, 3 or 4 years beginning August 1992).

Send cv, cover letter including references, and telephone numbers, no later than July 15, 1992 to The Academy for Educational Development, 1225 23rd Street, NW, Suite 400, Washington, DC, Attention: Michael O'Farrell. Or fax the necessary information to (202) 862-1947. An equal opportunity, affirmative action employer—M/F/H/V.

Broadcaster Journalist, New Zealand. Lecturer in Journalism, Canterbury, New Zealand. The University of Canterbury, Department of Journalism, is seeking a lecturer to develop a programme of study at the postgraduate level. It now seeks a Lecturer in Broadcast Journalism. Substantial teaching experience in broadcast media on radio, and the theory of broadcast media. Applicants must be university graduates who have displayed a

high level of performance as broadcasters. Requirements: over five years' experience in teaching and research. Previous experience in teaching journalism preferred. Previous research in journalism preferred. The successful applicant will receive a full-time staff teaching contract at \$2,500.00 per annum. Applications close on 30 September. Further particulars and Conditions of Appointment can be obtained from the Department of Communications, Room 201, Michael O'Farrell at the Admissions Office, Canterbury, Station A, Dunedin, New Zealand. Closing date is July 10, 1992. EIO/D/AA.

Biology/Biochemistry Department Faculty, Antioch College, Yellow Springs, Ohio. Tenure-track, tenure position, but may be temporary, ten-year position, but may be

DEPARTMENT OF MANAGEMENT AND MARKETING DEPARTMENT HEAD

Joseph M. Bryan School of Business and Economics
The University of North Carolina at Greensboro

The Head provides academic leadership for sixteen full-time faculty. The Department offers the B.S. degree with concentrations in Human Resources, Management, Marketing, and Merchandising; Management and services; and the Master of Business Administration program with course offerings in management, human resources management, organizational behavior, policy, legal environment, and marketing.

Candidates for the position must have the Ph.D. or DBA with a proven record of excellence in teaching and research in the management area. Qualifications for appointment at the rank of Professor and the ability to guide the faculty in planning a new doctoral program in management are critical.

University-wide enrollment is over 11,000 students with approximately 1000 enrolled in the MBA program. The Bryan School's programs are fully accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Interested persons should submit an application, résumé, and the names, addresses, and telephone numbers of three letters of reference. Applications are encouraged prior to the Academy of Management meeting in August, although the search will continue until the position is filled. Address communications to Dr. Donald L. McCracken, Chair, Search Committee for Department Head of Management and Marketing, The Bryan School of Business and Economics, The University of North Carolina at Greensboro, Greensboro, NC 27412-5001.

The University of North Carolina at Greensboro is an Equal Employment Opportunity, Affirmative Action Employer. Women, minorities, veterans and disabled persons are encouraged to identify themselves.

UNIVERSITY OF DUBLIN TRINITY COLLEGE

School of Classics

Applications are invited for the following appointment in the School of Classics, tenable from 1 October 1993:

Chair of Latin (1870)

The vacancy has arisen because of the election of the previous holder, Professor T. N. Mitchell, to the Proveship of the College. Candidates should have a good record of scholarly research in one or more areas of Latin studies. Administrative duties within the School of Classics will include chairmanship of the School, on a rotating basis with the Regius Professor of Greek.

Appointment will be made at an appropriate point of the professional salary scale, currently £123,733-£142,507.

Further particulars relating to this appointment may be obtained from:

Mr. M. Gleeson, Secretary to the College

West Theatre

Trinity College

Dublin 2, Ireland

Tel. 702159/774821; Fax 722853

to whom telephoned or faxed enquiries should be made in the first instance.

Trinity College is an Equal Opportunity Employer.

THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

The Academy for Educational Development (AED) has openings for (A) TEFL Training Advisors and (B) English for Specific Purposes (ESP) Specialists in the implementation of the Integrated English Language Program (IELP) in Egypt.

TEFL Advisors: Successful candidates are expected to provide quality assistance in the areas of training and teacher training, materials preparation, at least two years of trainer or teacher training experience, specifically in the areas of ESP and 5 to 10 years' teaching experience using TEFL instructional materials. ESP Specialists: Competitive candidate will have considerable experience providing appropriate expertise in the area of ESP, which shall entail an ongoing process of assessment of training needs. S/he will assist in the design, planning, training, the preparation of instructional materials and the delivery of training, assessments, M.A. or Ph.D. in TEFL or related field; demonstrable expertise in training needs analysis; TEFL course design and materials production; strong knowledge of TEFL or related field; demonstrated expertise in training needs analysis; English as an English Language teacher. Further qualifications for both post: citizenship in an English-speaking country; seeks management position; knowledge of Arabic is desirable; B.Ed. package; U.S. reflect USAID/WBIC; over 10 years' experience (including round-trip airfare, school year appointments, renewability, 3 or 4 years beginning August 1992).

Send cv, cover letter including references, and telephone numbers, no later than July 15, 1992 to The Academy for Educational Development, 1225 23rd Street, NW, Suite 400, Washington, DC, Attention: Michael O'Farrell. Or fax the necessary information to (202) 862-1947. An equal opportunity, affirmative action employer—M/F/H/V.

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Biology/Biochemistry Department Faculty, Antioch College, Yellow Springs, Ohio. Tenure-track, tenure position, but may be temporary, ten-year position, but may be

BULLETIN BOARD: Positions available

NICOLET

The Nicolet campus, consisting of 280 heavily wooded acres, shores of serene Lake Julia, is of incomparable beauty. The buildings blend perfectly into the natural landscape, are of wood and stone.

Residents of Northern Wisconsin have at their disposal educational opportunities, and superior health care. Major medical centers (Minneapolis St. Paul, Madison, Milwaukee, and Chicago) within easy driving distance.

Residents of Northern Wisconsin have at their disposal educational opportunities, and superior health care. Major medical centers (Minneapolis St. Paul, Madison, Milwaukee, and Chicago) within easy driving distance.

At Nicolet, we believe in a large, state-of-the-art educational and cultural leader. Nicolet offers its students a wide variety of educational options, including a native transfer program, vocational, technical, and apprenticeship programs and continuing education programs.

We seek people to fill the following positions on a blue-month basis:

INSTRUCTOR OF PSYCHOLOGY to teach introductory freshman and sophomore level courses in psychology including general psychology, child psychology, and physiology of human adjustment, human relations, and human development. Qualifications: Master's Degree in Psychology with current knowledge of research and issues in selected psychology. A strong background in general developmental and individual psychology preferred. Successful experience in teaching psychology at the post-secondary level, preferably in a community college. Experience in teaching critical thinking strategies preferred.

INSTRUCTOR OF SOCIOLOGY/PSYCHOLOGY to teach introductory freshman and sophomore level courses in sociology including introductory sociology, social problems, marriage and family, living with death, and anthropological psychology of living, human development, and human relations. Qualifications: Master's degree in Sociology. A strong background preparation in psychology (min. of 30 semester hours) emphasizing human relations and human development. Postsecondary teaching experience in sociology and psychology preferred. Applied sociology and psychology experience, and a background in alternate delivery methods of instruction preferred.

INSTRUCTOR OF SOCIOLOGY/PSYCHOLOGY to teach introductory freshman and sophomore level courses in sociology including introductory sociology, social problems, marriage and family, living with death, and anthropological psychology of living, human development, and human relations. Qualifications: Master's degree in Sociology. A strong background preparation in psychology (min. of 30 semester hours) emphasizing human relations and human development. Postsecondary teaching experience in sociology and psychology preferred.

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FACULTY POSITIONS

Troy State University at Dothan, an independently accredited university within the Troy State University System, seeks applications for the positions below. TSUD is a coeducational, commuter institution with a student population of 2,100, offering associate, bachelor's, master's, and education associate degrees. It is located in Dothan, a thriving southeast Alabama city.

For each position, the applicant must submit a letter of application, a curriculum vitae, and the names, addresses, and phone numbers of three references. Salaries will be commensurate with experience and qualifications. Unless otherwise noted, all positions are ten-month tenure-track and will be filled at the rank of Assistant Professor. Positions are available as indicated or a date acceptable to the University and the successful candidate. All positions require evidence of successful teaching and scholarly activities. Review of applications will begin on July 13, 1992, and continue until each position is filled.

SCHOOL OF EDUCATION

1. Early Childhood Education: An earned doctorate in early childhood education, or a related field with a concentration in early childhood, and a minimum of three years of successful early childhood teaching experience are required. Major responsibilities include: teaching early childhood and various methods courses; supervising field experiences and interns; and student advising. Position available September 1, 1992.

2. Counselor Education: An earned doctorate in school counseling and psychometry. Involvement in professional organizations and public school counseling experience are required. Major responsibilities include: teaching upper division and graduate courses in school counseling, educational psychology, and psychometry; supervising graduate interns; and student advising. Position available January 1, 1993.

3. Elementary Education: An earned doctorate in elementary education with a commitment to effective teaching are required. Major responsibilities include: teaching undergraduate and graduate elementary education courses; supervising interns; and student advising. Position available September 1, 1992.

4. Special Education: Two positions. New programs in learning disabilities and emotional disorders are being developed. An earned doctorate for each program. Three years successful teaching experience at the K-12 level, and active participation in the profession are required. Major responsibilities include: serving as graduate and graduate courses, and advising students. Positions available January 1, 1993.

COLLEGE OF ARTS AND SCIENCES

1. Chemistry: An earned doctorate in chemistry and an interest in participating in the development of a physical science department are required. Major responsibilities include: teaching undergraduate and graduate courses in the basic organic chemistry, inorganic chemistry, and/or basic physics and student advising. Position available Spring or Summer quarter 1993.

2. Mathematics: Two positions. An earned doctorate in mathematics and a strong interest in teaching undergraduate mathematics are required. Major responsibilities include: teaching calculus and upper-level mathematics courses and student advising. Position available September 1, 1992; position 2 available Spring or Summer 1993.

Submit application information to: Mark McCusker, Office of Financial Affairs, Troy State University at Dothan, P. O. Box 8368, Dothan, AL 36304-0368.

Troy State University at Dothan is an Equal Employment Opportunity, Affirmative Action employer and encourages applications from women, blacks, and other minorities.

Institute of Paper Science and Technology FACULTY POSITIONS

The Institute of Paper Science & Technology is a fully accredited graduate school and research institute focused on the science and technology of paper manufacture and characterization. ISPS is currently seeking applicants for faculty positions. These faculty members will be responsible for establishing academic and contract research programs which advance the understanding of the relationship between the structure of cellulose fibers and the mechanical and optical behavior of paper products. These positions involve teaching of the graduate level research project leadership, graduate student advising, and development and administration of contracts with both public and private organizations.

The qualifications for the positions are a Ph.D. degree in Engineering, Material Sciences, or Physics, and a record of scientific publication and teaching experience. The successful candidate will have demonstrated skills in both experimental and theoretical areas. Knowledge in measurement techniques and experimental design, theory of fracture in composite materials, visco-elastic theory and application will be given.

The Institute offers a competitive salary commensurate with experience, an attractive TIAA-CREF pension plan, and a comprehensive benefits package. Applicants are invited to submit a cover letter, resume, and three letters of reference to Patricia H. Hughes, Personnel Manager, Institute of Paper Science and Technology, 575 14th St. NW, Atlanta, GA 30312.

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER M/F/V/H

ENGLISH/HUMANITIES

Franklin Pierce College is an independent, four-year liberal arts college of 1300 students and 76 full-time faculty located in the picturesque Monadnock region of New Hampshire. It has recently adopted a new, innovative 44-credit liberal education core curriculum based on the powerful theme of individual and community. Most of this core is interdisciplinary and team-taught, emphasizing the active participation of students in the learning process.

The successful candidate will offer an emphasis in American literature, appropriate historical/cultural work with enthusiasm, and teach a mandatory course in The American Experience and Reason and Responsibility or The Twentieth Century. Upper level English courses in the Department of English are also desirable. A record of achievement that would enable the holder to qualify for tenure in one of the units of college is desirable.

The starting date is January 1993 and the salary is negotiable. The deadline for application materials to receive consideration is September 15, 1992. Send resume with references to:

University of Illinois at Urbana-Champaign William H. Sevens Chair College of Engineering

The University of Illinois at Urbana-Champaign seeks applicants from Robert L. Stevens, Class of 1940, in memory of his father who served with distinction as a member of its engineering faculty. The holder of this will have an appointment in one or more departments of the College of Engineering and will engage with important to the undergraduate and graduate educational mission of the College of Engineering, including the following:

Provide undergraduate and graduate engineering students with an understanding of human relationships and the importance of these relationships in successfully managing, directing, organizing and engineering technical and business endeavors. Create opportunities for students to be exposed to the reality of business diversity and its impact on the operation of a business entity or other organization. Provide opportunities for people who approach problems in a variety of ways can be motivated and encouraged to succeed successfully within groups and create innovative solutions to problems requiring acceptance and implementation of new ideas. Demonstrate ways to improve listening skills and to solve problems in a business environment. Demonstrate ways to improve communication through improved understanding in human behavior.

The search committee solicits applications from persons having the following qualifications:

A proven record of distinguished leadership in a technological enterprise and the ability to translate this leadership into an innovative educational program to help students understand and acquire the behavioral skills needed by practicing engineers. A degree in engineering or science is highly recommended; an advanced degree in the activities expected of the Chairholder is desirable. A career in industry, especially at a high level management position is mandatory. Teaching experience at the college or university level is desirable. Scholarly publications in engineering or related fields are desirable. A record of achievement that would enable the holder to qualify for tenure in one of the units of college is desirable.

The starting date is January 1993 and the salary is negotiable. The deadline for application materials to receive consideration is September 15, 1992. Send resume with references to:

Professor H. E. Cook
Chair, Stevens Chair Search Committee
Department of Mechanical and Industrial Engineering
University of Illinois at Urbana-Champaign
1206 W. Green St.
Urbana, IL 61801

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

BULLETIN BOARD: Positions available

AUSTIN COMMUNITY COLLEGE



Austin Community College is a two-year, co-educative community college located in the Capital Area of Texas. The College is fully accredited by the Southern Association of Colleges and Schools and enrolls more than 25,000 students. The College maintains an "open door" admissions policy.

Full-time Art Instructor

#069208

Responsibilities: Teach courses in studio art. Participate in curriculum development for the Art Department. Serve as club sponsor and exhibit coordinator and serve on committees as assigned. Perform other appropriate assignments as outlined in the Austin Community College Full-time Faculty Handbook. Participate in faculty and student art exhibits.

Qualifications: Master's of Fine Arts or Bachelor's of Fine Arts with a Master's in Art Education. Must have at least 18 graduate hours in Fine Arts College level teaching experience. Art exhibition/gallery record preferred. Ability to teach studio courses in a variety of media. Communication and supervisory skills.

Salary: Subject to placement on education and experience.

DATE POSITION AVAILABLE: Fall Quarter 1993 (September 1993) or sooner, if possible.

SEND APPLICATION LETTER, VITA, SAMPLE PUBLICATIONS, AND HAVE THREE LETTERS OF REFERENCE SENT DIRECTLY TO:

Marvin C. Aldin, Chairman
Department of Education
405 Hilliard Avenue
University of California, Los Angeles
Los Angeles, CA 90024-1521

APPLICATION DEADLINE: November 15, 1992, or until position is filled.

AUCLA IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER
MINORITY AND WOMEN CANDIDATES ARE ENCOURAGED TO APPLY

UNIVERSITY OF CALIFORNIA, LOS ANGELES Math and/or Science Education

The Graduate School of Education at the University of California, Los Angeles announces an opening for a ladies faculty position (rank open) in the area of Mathematics and/or Science Education. Assistant and associate professor level candidates are preferred.

QUALIFICATIONS: Earned doctorate in education or related discipline.

Research expertise in elementary and/or secondary school math/science concepts and strong focus on the interplay between teaching and learning of math/science concepts. In addition, expertise in all or any of the following: children's development of math/science concepts; classroom-based research in teaching/learning math/science concepts; in-depth knowledge of ongoing reform movements in math/science education; research focus on diverse populations.

RESPONSIBILITIES: Teaching, academic advising, as well as scholarly research and publication.

SALARY: Commensurate with qualifications and experience.

DATE POSITION AVAILABLE: Fall Quarter 1993 (September 1993) or sooner, if possible.

SEND APPLICATION LETTER, VITA, SAMPLE PUBLICATIONS,

AND HAVE THREE LETTERS OF REFERENCE SENT DIRECTLY TO:

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Department of Education
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MINORITY AND WOMEN CANDIDATES ARE ENCOURAGED TO APPLY

ANGELO STATE UNIVERSITY SAN ANGELO, TEXAS

ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR, OR PROFESSOR OF JOURNALISM

1992-93 ACADEMIC YEAR

DATE OF APPOINTMENT: August 26, 1992

SALARY: \$33,463 to \$46,445 for nine months plus attractive University fringe benefits. Higher salary and/or endowed professorship may be considered for individual with very distinguished academic credentials and professional experience. Summer teaching for six weeks is normally available at the same rate of pay.

Financial assistance of up to \$5,000 may be provided to assist in the actual moving expenses to San Angelo.

RESPONSIBILITIES: Teach twelve semester credit hours in the fall semester and the spring semester in Journalism and/or Broadcast Journalism areas.

THE UNIVERSITY: Angelo State University was recognized as one of the "Up and Comers" in American higher education in U.S. News and World Report's 1991 College Guide, America's Best Colleges, based upon a reputational survey of the nation's college presidents and deans. The University has one of the most modern and attractive campuses in the nation and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, bachelors' and masters' levels. The University student body of approximately 6,130 ranks first among regional universities in Texas in the high percentile ranking of entering freshmen in their high school graduating classes. The University offers one of the largest and most distinctive academic scholarship programs in the nation.

QUALIFICATIONS: Academic: Ph.D. degree with a major in Journalism or Mass Communications. Experience: Successful teaching and/or professional experience is required for rank of Associate Professor or Professor.

SPECIAL SKILLS OR REQUIREMENTS: Ability to communicate effectively with undergraduate students. Candidate should be dedicated to excellence in teaching and have a strong commitment to high academic and professional standards, both in and outside the classroom.

APPLY TO: Dr. Bernard T. Young
Vice President for Academic Affairs
Angelo State University
San Angelo, Texas 76909
(915) 942-2165 FAX (915) 942-2038

APPLICATION DEADLINE: Open, but may be closed at any time after July 7, 1992.

AN EQUAL OPPORTUNITY EMPLOYER

A MEMBER OF THE TEXAS STATE UNIVERSITY SYSTEM

MEDICAL COLLEGE OF GEORGIA AT AUGUSTA

School of Medicine

Department of Internal Medicine

Announces Faculty Positions in

Allergy and Immunology
Cardiology
Gastroenterology
General Internal Medicine
Hematology and Medical Oncology
Hyperthyroidism
Infectious Diseases
Metabolic and Endocrine Diseases
Nephrology
Nutrition
Pulmonary Diseases
Rheumatology

Send letter of application and a full curriculum vitae together with the names (addresses, telephone numbers) of three references to:

John A. Hardin, M.D.,
Chairman, Department of Medicine
Medical College of Georgia
Augusta, Georgia 30912

MCG IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. MINORITIES ARE ENCOURAGED TO APPLY.

University of Notre Dame John and Maude Clarke Chair In Finance

The College of Business Administration at the University of Notre Dame is now accepting applications and applications for the newly endowed John and Maude Clarke Chair in Finance. This chair is funded by a trust created by Mr. Clarke, a former Chicago investment banker and longtime member of the College of Business Advisory Council.

The chairholder is expected to have a distinguished research record, to possess a proven history of successful teaching leading graduate courses, and to be highly regarded by the academic and business communities. The Clarke Professor will provide intellectual leadership to the faculty and students of the Department of Finance and Business Economics.

Nonetheless, applicants (including residents), or inquiries should be addressed to:

Professor Barry Keating, Chairman
Jesse H. Jones Auditorium
Department of Finance and Business Economics
College of Business Administration
University of Notre Dame
Notre Dame, Indiana 46556

The University of Notre Dame is an equal opportunity, affirmative action employer.

This position is a full-time tenure track teaching appointment with clinical, pre-clinical and research responsibilities.

MINIMUM QUALIFICATIONS: Bachelor's degree in dental hygiene education, current clinical competence, Massachusetts licensure or eligibility, certification in CPR, 2 years' recent clinical experience, and knowledge of current concepts in dental hygiene. Demonstrated ability to work well with and sensitivity to widely diverse multicultural student populations.

PREFERRED QUALIFICATIONS: Master's degree in dental hygiene or a related field. Teaching experience and/or experience in dental hygiene, pre-clinical dental materials, restorative dentistry, and special needs patients, and teaching and curriculum development experience in dental hygiene.

SALARY: \$22,000-\$40,000 with full benefits commensurate with experience. This is an MCCC/MIA unit position. Position will be filled contingent upon State funding.

TO APPLY: Send a letter of application and résumé postmarked no later than July 16, 1992, to: Dr. Diane Fogler, Department of Dental Hygiene, Lenoir-Rhyne College, P. O. Box 7292, Hickory, NC 28603. EOE.

QUINSIGAMOND COMMUNITY COLLEGE

Full-Time Faculty Dental Hygiene

This position is a full-time tenure track teaching appointment with clinical, pre-clinical and research responsibilities.

MINIMUM QUALIFICATIONS: Bachelor's degree in dental hygiene education, current clinical competence, Massachusetts licensure or eligibility, certification in CPR, 2 years' recent clinical experience, and knowledge of current concepts in dental hygiene. Demonstrated ability to work well with and sensitivity to widely diverse multicultural student populations.

PREFERRED QUALIFICATIONS: Master's degree in dental hygiene or a related field. Teaching experience and/or experience in dental hygiene, pre-clinical dental materials, restorative dentistry, and special needs patients, and teaching and curriculum development experience in dental hygiene.

SALARY: \$22,000-\$40,000 with full benefits commensurate with experience. This is an MCCC/MIA unit position. Position will be filled contingent upon State funding.

TO APPLY: Send a letter of application and résumé postmarked no later than July 16, 1992. Send a résumé and three letters of reference to: Dr. Diane Fogler, Department of Dental Hygiene, Lenoir-Rhyne College, P. O. Box 7292, Hickory, NC 28603. EOE/AA.

We are an EEO/AA employer.

Minories, women and other protected class members are encouraged to apply.

Coordinates these activities with University-wide and programmatic activities, such as special events, in-service training, and research. The Department emphasizes core material in microeconomics, macroeconomics, and econometrics, as well as applied statistics, quantitative methods, and equivalent experience in public relations, communications, marketing, or a related field. A solid background in research methods and statistical analysis is required. Salary is commensurate with experience and qualifications.

Requirements: Doctorate in Economics or related field, or equivalent experience in research methods and statistical analysis.

Experience: Five years of teaching experience in a college or university setting, including research and publication.

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BARBER-SCOTIA COLLEGE**Faculty Positions**

Barber-Scotia College invites applications for the following positions. Minimum requirement for each position is a master's degree with 18 graduate hours in the teaching area.

English
Reading
Spanish
Journalism/Communications (Doctorate Required)
Criminal Justice (Doctorate Required)
Business and Finance (Doctorate Required)
Business Administration
Computer Science
Medical Technology (Doctorate Required)
Chairman, Division of Social Sciences (Doctorate Required)

Application deadline is June 30, 1992, or until positions are filled. Candidates should send résumé and official transcripts to:

Dr. Larry Steagars
Vice President for Academic Affairs
Barber-Scotia College
145 Cabarrus Avenue, West
Concord, NC 28025

Administrative Positions

Administrative positions are available for the following positions. Minimum requirement for each position is a master's degree.

Vice President for Business Affairs

Applications for these positions should be sent to:

Ma. Betty Boatwright
Executive Assistant to the President
Barber-Scotia College
145 Cabarrus Avenue, West
Concord, NC 28025

GEORGETOWN COLLEGE**EDUCATION**

UNDERGRADUATE ELEMENTARY EDUCATION: A tenure-track position available August 1, 1992 at Assistant or Associate rank for person with Ed.D. or Ph.D. Terminal preference at K-12 required. Teach foundations, methods; supervise student teachers; 12 hour equivalent load; summers extra. Superior teaching skills and active involvement with the Christian faith are essential. Georgetown College is a private church-related college founded in 1929 with 1200 undergraduates and 400 graduate students. Located on 175 just 12 miles north of Lexington, Kentucky—near the new Toyota Motor Manufacturing Plant and in the heart of the beautiful bluegrass horse country. Send letter addressing desired qualifications, résumé with references, and transcripts by July 15, 1992, to:

Dr. E. Eugene Hall
Acting Vice President for Academic Affairs and Dean of the College
Alta: Undergraduate Elementary Education
Georgetown College, 4800 New Hartford Road, Owensboro, KY 42303

University of Texas at San Antonio

The Division of Mathematics, Computer Science, and Statistics is accepting applications for a tenure track position at the associate professor level given mathematics education. Applicants must have at least 30 graduate hours in mathematics, and a doctoral degree in mathematics education or a related area by August 1, 1992. Preference will be given to those candidates with a strong research program, which complements the interests of the current faculty. Responsibilities include teaching, research, and program development.

Applicants should submit a résumé and arrange to have three letters of recommendation sent to:

DR. SHAIR AHMAD
Division of Mathematics, Computer Science, and Statistics
The University of Texas at San Antonio
San Antonio, TX 78249-0601
The closing date for application is July 23, 1992.

UTSA is an Equal Opportunity, Affirmative Action Employer.
Women and minorities are encouraged to apply.

ASSISTANT/ASSOCIATE PROFESSOR OF EDUCATION

Tenure-track position beginning August 1992. Salary: From a base of \$28,000. Qualifications: earned doctorate in education; consideration given to applicants with doctorate in progress or Ed.S. and outstanding credentials. Recent elementary/middle school teaching experience required. Position includes teaching undergraduate and graduate methods classes and student advisement. Earned doctorate required; before tenure can be granted for the position. Send letter of application, résumé, credits, and three current references to Chair, Search Committee, Department of Curriculum and Instruction, Pittsburgh State University, Pittsburgh, Kansas 66762. Application deadline for consideration July 17, 1992. Search will continue until a candidate is identified.

PITTSBURG STATE UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

English: Tenure track position beginning Fall, 1992 as instructor or assistant professor. Masters degree in English or closely related field required, and include English composition, American literature, Creative writing, and/or Spanish. Two courses in Spanish. Senior scholars with strong research interests are particularly encouraged to apply. Applications due July 15, 1992. Chair, Department of English, Phillips Hall, 1000 University Ave., Villanova, PA 19086.

English: Tenure track position beginning Fall, 1992 as instructor or assistant professor. Masters degree in English or closely related field required, and include English composition, American literature, Creative writing, and/or Spanish. Two courses in Spanish. Senior scholars with strong research interests are particularly encouraged to apply. Applications due July 15, 1992. Chair, Department of English, Phillips Hall, 1000 University Ave., Villanova, PA 19086.

English: Instructor/Assistant Professor for English to instruct freshman and sophomore level courses in English and literature. To serve as college committee chair, and to advise students. Normal course load is three courses at the freshman and sophomore levels; three courses at the graduate level one in another area of interest. Ph.D. required. Ph.D. with research emphasis in environmental microbiology, relating to

Ass't Prof or Instructor

Tarleton State University - Stephenville, Texas. Permanent tenure track position. Develop and teach undergraduate courses in two or more of the following: robotics, power mechanics, drafting, quality assurance and electronics. Additional responsibilities include: limited to: curriculum development, service on various committees and academic advisement. Research and community service are encouraged. Master's in industrial technology required; doctoral preferred; terminal; commensurate with qualifications. Application date: January 15, 1993. Application deadline: October 15, 1992 or until appropriate candidate is identified. Send letter of application, résumé, official transcripts, and three current letters of recommendation to: Dr. James Laramore, Box T-169, Tarleton Stadium, Stephenville, Texas 76401; (817) 565-8010.

Females and minorities encouraged to apply.

T.S.U. is an equal opportunity, affirmative action employer.

MOUNT IDA COLLEGE
School of Business**Director of Hotel Administration Program**

Mount Ida College in suburban Boston seeks full-time director for new B.S. Program in Hotel Administration beginning Fall 1992. Ph.D. in Hotel Administration or closely related field is preferred; graduate degree in appropriate field and experience in the hotel industry are required.

Responsibilities include: teaching, supervision of all facets of the academic operation of the program, management and oversight of the curriculum, recruitment of faculty, site visits and evaluation of faculty teaching professional courses, and support of admissions efforts to promote the program.

Send letter of application, résumé, and three letters of recommendation to Academic Offices, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls, please.

MCCC is an Affirmative Action, Equal Opportunity Employer.

FACULTY POSITIONS

Mississippi County Community College, with its main campus in Blytheville, Arkansas, 70 miles northwest of Memphis, Tennessee, invites applications for the following faculty positions:

BIOLOGY/BOTANY INSTRUCTOR FOR Master's Degree in Biological Sciences which includes 10 graduate hours in Biology. Successful candidate would be required to teach courses in Biology, Botany, Zoology, and Ecology. Innovative teaching techniques and field experiences are encouraged.

MATHEMATICS INSTRUCTOR FOR Master's degree in Mathematics required with a second teaching area in Chemistry preferred. Responsibilities include teaching through the Learning Center, remedial mathematics, as well as college transfer courses, including College Algebra, Trigonometry, and Calculus.

NURSING INSTRUCTOR FOR Master's degree in nursing preferred. Bachelor's degree required. NIH certified associate degree program training in child psychiatry to provide direct patient and outpatient care, to train and supervise skilled health professionals including psychiatric residents, and to participate in clinical research. Candidates must have background and expertise in psychopharmacology and clinical/evaluative studies.

CHILD PSYCHIATRISTS (3): Board-certified or eligible psychiatrists with post-graduate training in child psychiatry to provide direct patient and outpatient care, to train and supervise skilled health professionals including psychiatric residents, and to participate in clinical research. Candidates must have background and expertise in psychopharmacology and clinical/evaluative studies.

Anticipated Opening

SOCIOLOGY INSTRUCTOR: Master's degree with 18 graduate hours in teaching area. Second teaching area preferred in Psychology, Criminal Justice or Spanish language. Community college: teaching experience desired.

The positions above are standard nine-month appointments to begin August 1992, with potential summer assignments. Salary is commensurate with experience. Qualified applicants must be flexible and initiate work closely with peers and subordinates, and participate in college committee activities. Applicants will be expected to reside within the service district. Send letter of application, résumé, transcripts, and three references to: Personnel Office, Mississippi County Community College, P.O. Drawer 1109, Blytheville, AR 72321-1109. Applications deadline is July 10, 1992, or until position is filled.

PSYCHOLOGISTS (5): Individuals with two years' clinical experience with adults and/or children in both inpatient and outpatient sections in a psychiatric setting. Ph.D. in clinical psychology or related field required; master's degree in clinical psychology and one year postdoctoral experience preferred. Responsibilities include conducting individual and group therapy with patients, providing consultative and supervisory service to staff and trainees, coordinating behavioral aspects of treatment plans and conducting research. Previous record of published research essential. Send letter of inquiry and curriculum vitae to: Lorain H. Roth, M.D., Vice Chairman, Department of Psychiatry, University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic, 3511 O'Hara Street, Pittsburgh, PA 15213.

DIRECTOR OF RESEARCH FOR THE JOHN MERCK PROGRAM (1): This individual will be responsible for providing leadership for research programs in developmental disorders. Candidates may have either an M.D. or Ph.D. degree, but should have a strong background in neuroscience research, particularly in developmental neurobiology, and be able to guide and contribute to research programs in developmental language disorders and autism as well as other related disorders. Record of publication and research essential. Rank and salary are commensurate with experience. Please respond to Robert Moore, M.D., Chair, Search Committee, WPIC, 3511 O'Hara Street, Pittsburgh, PA 15213.

RESEARCH PHARMACY DIRECTOR (1): Individual with experience in conductive investigational studies to support and provide assistance to investigation in a very active externally-funded research program. The successful applicant will be expected to develop an active drug research program with external funding and to provide assistance to investigators in the conduct of research projects. Will be responsible for the preparation and submission of an investigational drug service to include initiation of IND and IRB submissions, implementing special formulations of investigational drugs, counseling and compliance monitoring of research subjects, and associated record-keeping requirements. Salary and academic rank are negotiable and commensurate with previous experience and research accomplishments. Letters of application or nomination with accompanying résumé should be sent to Samuel Gershoff, M.D., Vice President for Research, University of Pittsburgh Medical Center, 3511 O'Hara Street, Pittsburgh, PA 15213.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

FACULTY POSITIONS**Computer Assisted Drafting/Engineering Math /Science**

Northern Wyoming Community College District, Sheridan College, seeking two full-time instructors.

CAD/Engineering Instructor: Duties include classroom and/or laboratory instruction in CAD and engineering science courses; development of CAD curriculum; coordinating the engineering program. Master's degree in related field required, preferably engineering, experience in use and application of CAD.

Mathematics/Physical Science Instructor: Duties include classroom and/or laboratory instruction in descriptive mathematics through calculus and physics and astronomy. Master's degree in related mathematics discipline required; familiarity with computer aided systems for algebra disclosed. Teaching experience is desirable for both positions.

Sheridan College is accredited by the North Central Association of Colleges and Schools. Sheridan is located in northwestern Wyoming at the foot of the beautiful Big Horn mountains which provide year-round recreation. For application and information, contact: Wilma Hall, Personnel Office, Sheridan College, P.O. Box 1500, Sheridan, WY 82801. Duties begin August 1, 1992. Applications accepted until July 14, 1992 or until position is filled.

To apply, send letter of application, college transcripts, and list of three references to Dr. Gary C. Green, Dean of Academic Affairs, Owensboro Community College, 4800 New Hartford Road, Owensboro, KY 42303.

Owensboro Community College is an equal opportunity employer.

FACULTY POSITION**OWENSBORO COMMUNITY COLLEGE****University of Kentucky****Faculty Position**

Owensboro Community College is announcing the following opening:

BUSINESS TECHNOLOGY: Full-time, regular faculty position. Responsible for teaching courses in management, accounting, business statistics, and other related business topics. Minimum qualification is bachelor's degree in business administration or related field; master's degree in business administration or related field is preferred. Position available August 1, 1992. Applications accepted until July 10, 1992 or until position is filled.

To apply, send letter of application, college transcripts, and list of three references to Dr. Gary C. Green, Dean of Academic Affairs, Owensboro Community College, 4800 New Hartford Road, Owensboro, KY 42303.

Owensboro Community College is an equal opportunity employer.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

ASSISTANT/ASSOCIATE PROFESSOR OF EDUCATION

Position open beginning August 1992. Salary: From a base of \$28,000. Qualifications: earned doctorate in education; consideration given to applicants with doctorate in progress or Ed.S. and outstanding credentials. Recent elementary/middle school teaching experience required. Position includes teaching undergraduate and graduate methods classes and student advisement. Earned doctorate required; before tenure can be granted for the position. Send letter of application, résumé, credits, and three current references to Chair, Search Committee, Department of Curriculum and Instruction, Pittsburgh State University, Pittsburgh, Kansas 66762. Application deadline for consideration July 17, 1992. Search will continue until a candidate is identified.

PITTSBURG STATE UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

University of Texas at San Antonio

The Division of Mathematics, Computer Science, and Statistics is accepting

applications for a tenure track position at the associate professor level given

mathematics education. Applicants must have at least 30 graduate hours in

mathematics, and a doctoral degree in mathematics education or a related

area by August 1, 1992. Preference will be given to those candidates with a

strong research program, which complements the interests of the current

faculty. Responsibilities include teaching, research, and program development.

Applicants should submit a résumé and arrange to have three letters of

recommendation sent to:

DR. SHAIR AHMAD

Division of Mathematics, Computer Science, and Statistics

The University of Texas at San Antonio

San Antonio, TX 78249-0601

The closing date for application is July 23, 1992.

UTSA is an Equal Opportunity, Affirmative Action Employer.

Women and minorities are encouraged to apply.

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strong research program, which complements the interests of the current

faculty. Responsibilities include teaching, research, and program development.

Applicants should submit a résumé and arrange to have three letters of

1992 - 93 Faculty/ Professional/ Administrative Positions

SAVANNAH STATE COLLEGE

Opportunities are available for faculty in tenure track, academic positions, full-time librarian positions and other professional and administrative positions. The faculty positions will be available for the fall quarter, 1992. Administrative positions will be available as of July 1992, and thereafter.

ACADEMIC AFFAIRS

Assistant to the Vice President for Academic Affairs is a mid-level staff position established to assist the Vice President in advancing the operations of the Academic Affairs Division. A master's degree in preferably a liberal arts area is required. In addition, the command of written and spoken English and proficiency and the possession of organizational skills are also required. This officer must have a pleasant personality and be able to interact with people of diverse backgrounds and goals. Salary up to \$32,000 per year.

SCHOOL OF BUSINESS

Accounting: Teach undergraduate courses in Accounting and related subjects. Ph.D. or D.B.A. in Accounting. Teaching and business experience desirable.

Information Systems: Teach undergraduate courses in Information Systems and related subjects. Ph.D. in Information Systems. Teaching and business experience desirable.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Humanities: English positions (3). Teaching load of 15 credit hours (3 courses) per quarter primarily at the freshman level. Doctorate in rhetoric and composition. Teaching experience in composition and/or reading desirable.

Remedial Reading in English (1): Teach three remedial reading courses per quarter; one-third freshman English. Master's degree in English or in English Education with an emphasis in reading. Teaching experience at the college level in remedial reading. Ph.D. or Ed.D. preferred.

Spanish (1): Expected load of 15 credit hours per quarter (3 courses) in introductory Spanish. Master's degree in Spanish language and literature.

Political Sciences: Ph.D. in political science with preparation in public administration and any two of the following: Public, Middle East, Latin America or Asia. Prior teaching experience preferred, 15 credit hours of teaching per quarter.

History (1): Ph.D. with specialized field in Far Eastern Asia; and/or Russian history. Prior college teaching experience preferred. Teach core survey and upper level courses in Asian and/or Russian history.

Social Work & Sociology: M.S.W., earned DSW/Ph.D. Specialization in Gerontology. Experience in grantsmanship, statistical computers and two years' post-MSW level experience are preferred.

Recreation and Park Administration: Earned doctorate in recreation or physical education with an emphasis in recreation, experience with public recreation and teaching in wellness programs.

SCHOOL OF SCIENCES AND TECHNOLOGY

Chemistry: Teach 15 quarter hours per quarter in undergraduate courses in general chemistry and organic chemistry. Ph.D. degree in organic chemistry.

Biology: Earned Ph.D. degree in environmental studies/biology. Teach 15 credit hours per quarter in general biology and environment studies and carry out externally funded research. Three to five years' teaching and research experience.

DEVELOPMENTAL STUDIES

Mathematics: Teach 15 hours per quarter of mathematics in a program of remediation and enrichment. Master's degree in mathematics or mathematics education. Teaching and/or training experience is preferred.

Data Management/Administrative Assistant to the Director: This is a twelve-month professional position requiring a minimum of a bachelor's degree in general and various computerized student reports—other duties as assigned by the Director.

COLLEGE LIBRARY

Librarian: This is a twelve-month full-time position to manage the cataloging department. Must have an accredited MLS degree. Course work and experience in cataloging preferred. Experience with SOLINET and OCLC procedures is highly desirable. Evening and weekend work.

Assistant Reference Librarian: Twelve-month full-time position. Must have an accredited MLS degree. Reference service to students with on-line searching (DIALOG) a must. Share in collection development, library instruction and other responsibilities as assigned by the head. Evening and weekend work.

STUDENT AFFAIRS

Director of the Student Center: This Director plans and develops a broad range of social, recreational and cultural activities to meet student needs. He/she also works closely with all campus student organizations in programming college-wide events. Master's degree in Student Personnel or a related area preferred, with at least five years of experience in Student Development.

Financial Aid Counselor: Experience—Two to five years in higher education working with both State and Federal funds; knowledgeable about all policies and procedures relative to financial aid disbursement. The successful counselor should also be able to conduct workshops and counsel students. Bachelor's degree and experience required.

Counselor Comprehensive Counseling Center seeks a Counselor with Master's in counseling or related field, excellent presentation and interpersonal skills, and experience with career and personal issues.

DEVELOPMENT AND COLLEGE RELATIONS

Associate Director of Development: Plan and implement program for the identification, cultivation and solicitation of gifts to the College, research and explore all possible sources of financial support, assess and analyze the market potential for fund-raising efforts and coordinate information to appropriate sources. Bachelor's degree required; Master's degree preferred. Knowledge of development and three years' work experience required. Experience with a college or university. Well organized, methodical. Excellent oral and written communication skills.

TO APPLY FOR ANY OF THE POSITIONS ABOVE

Send letter of application, résumé, official transcripts and three letters of recommendation to:

Director of Personnel
P.O. Box 20419
Savannah State College
Savannah, Georgia 31404

Deadline for all positions: July 20, 1992

Savannah State College is an Equal Opportunity, Affirmative Action Employer.

SELMA UNIVERSITY

Selma, AL 36701

LIBRARIAN: M.S. from ALA-accredited institution, 2 or 3 years' experience in general operations of a four-year college library. Must have knowledge of automation and proven interpersonal skills. When needed, teach one course in Library Science. Twelve-month position.

ACADEMIC COUNSELOR: M.S. in Counseling or Education Psychology. An earned doctorate preferred. Experience in academic counseling and career placement. Ten-month position.

PHYSICS/MATHEMATICS: Ph.D. in Physics/Math. Must be capable of developing undergraduate curriculum or courses and independent research projects.

COMPUTER SCIENCE: M.S. in Computer Science. Graduate work in related sciences such as Chemistry/Physics desirable.

BUSINESS: Ph.D. or A.B.D. in General Business or Business Management or M.B.A. in Accounting and Management.

MUSIC: M.S. or M.A. in Music. Experience in Directing Choir. Background in Black Church Music desirable.

Selma University is an accredited, four-year, small Black private college. All teaching positions are tenure track, 9-month positions. Available beginning August 26, 1992. Salary negotiable. Last date to receive applications: July 31, 1992.

Send a letter of application, 3 letters of reference, copies of transcripts and certificates to: Vice-President of Academic Affairs, Selma University, 1501 Laplace Street, Selma, AL 36701.

AN EQUAL OPPORTUNITY EMPLOYER

10-MONTH POSITION: Coordination of campus-wide human relations programming reaching a variety of student populations. Supervise four resident assistants in a 200-student coed residence hall. Advise the Association of Black Collegians and Human Relations Programming Council and assist in various student retention activities. RESPOND TO DEPT.#: CTR-CRL-00005.

12-MONTH POSITION: Oversees summer staff and programming and coordination of pre-fall RA training program. Supervise twelve resident assistants in a 288-student on-campus apartment complex and three 65-student coed suite buildings. RESPOND TO DEPT.#: CTR-CRL-00009.

A comprehensive benefits package, a competitive salary, and professional development opportunities are available. Starting date is August 1, 1992.

Qualifications: Bachelor's degree and one to two years of effective experience or Master's degree in Student Personnel Services and three to six months of effective experience in residence hall operations. A commitment to the application of student development principles to residence life practices must be demonstrated.

Penn State Erie, The Behrend College, is a dynamic, comprehensive University campus of 3,200 students located in suburban Erie in northwestern Pennsylvania. Penn State-Behrend is one of the University's 13 academic colleges, offering a variety of baccalaureate and masters programs.

Interested persons should send a letter of application, resume, and the names of three current references and an indication of which position applying for, to: Penn State Erie, The Behrend College, Business Office, Dept.#: (SEE ABOVE), Station Road, Erie, PA 16563-0103.

APPLICATION DEADLINE: JULY 6, 1992

An Affirmative Action/
Equal Opportunity Employer
Women and Minorities Encouraged To Apply

Immaculate Heart College Center (IHCC)

Immaculate Heart College Center (IHCC) seeks applicants for the combined position of Director of Global Studies and Chair of the M.A. in Global Studies program. IHCC is a graduate institution for education relating to issues of peace, justice, and global cooperation. The M.A. in Global Studies is based on traditional-style seminars, international issues and mentor-directed concentrations in peacekeeping studies, global ethics and human rights, global education and ethno-cultural identity. Ph.D. preferred (politics, international relations, or social sciences). Working knowledge of the English language and proficiency in Spanish, French, and German desired. Salary dependent on qualifications and experience. Send dossier including three letters of reference to Margaret Welch, Ph.D., Graduate Dean, Immaculate Heart College Center, 425 Shatto Plaza, Suite 401, Los Angeles, California 90020. IHCC is an AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER. Applications from women and minorities are encouraged. Deadline for applications is July 30, 1992.

College Library: This is a twelve-month full-time position to manage the cataloging department. Must have an accredited MLS degree. Course work and experience in cataloging preferred. Experience with SOLINET and OCLC procedures is highly desirable. Evening and weekend work.

Assistant Reference Librarian: Twelve-month full-time position. Must have an accredited MLS degree. Reference service to students with on-line searching (DIALOG) a must. Share in collection development, library instruction and other responsibilities as assigned by the head. Evening and weekend work.

STUDENT AFFAIRS

Director of the Student Center: This Director plans and develops a broad range of social, recreational and cultural activities to meet student needs. He/she also works closely with all campus student organizations in programming college-wide events. Master's degree in Student Personnel or a related area preferred, with at least five years of experience in Student Development.

Financial Aid Counselor: Experience—Two to five years in higher education working with both State and Federal funds; knowledgeable about all policies and procedures relative to financial aid disbursement. The successful counselor should also be able to conduct workshops and counsel students. Bachelor's degree and experience required.

Counselor Comprehensive Counseling Center seeks a Counselor with Master's in counseling or related field, excellent presentation and interpersonal skills, and experience with career and personal issues.

DEVELOPMENT AND COLLEGE RELATIONS

Associate Director of Development: Plan and implement program for the identification, cultivation and solicitation of gifts to the College, research and explore all possible sources of financial support, assess and analyze the market potential for fund-raising efforts and coordinate information to appropriate sources. Bachelor's degree required; Master's degree preferred. Knowledge of development and three years' work experience required. Experience with a college or university. Well organized, methodical. Excellent oral and written communication skills.

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P.O. Box 20419
Savannah State College
Savannah, Georgia 31404

Deadline for all positions: July 20, 1992

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PENNSTATE

Erie

The Behrend
College

RESIDENCE LIFE COORDINATOR

The Coordinator is a full-time, live-in professional staff member responsible to the Associate Dean of Student Services. The Coordinator assists with the supervision and administration of the Residence Life program serving 1,100 students, responsible for the recruitment, selection, training, and supervision of the resident assistant staff. Responsibilities also include assisting with the administration of the University Conduct Standards system, counseling and/or referral of students with personal and/or educational concerns, and the daily operation of the residence halls.

ADDITIONAL RESPONSIBILITIES

10-MONTH POSITION: Coordination of campus-wide human relations programming reaching a variety of student populations. Supervise four resident assistants in a 200-student coed residence hall. Advise the Association of Black Collegians and Human Relations Programming Council and assist in various student retention activities. RESPOND TO DEPT.#: CTR-CRL-00005.

12-MONTH POSITION: Oversees summer staff and programming and coordination of pre-fall RA training program. Supervise twelve resident assistants in a 288-student on-campus apartment complex and three 65-student coed suite buildings. RESPOND TO DEPT.#: CTR-CRL-00009.

A comprehensive benefits package, a competitive salary, and professional development opportunities are available. Starting date is August 1, 1992.

Qualifications: Bachelor's degree and one to two years of effective experience or Master's degree in Student Personnel Services and three to six months of effective experience in residence hall operations. A commitment to the application of student development principles to residence life practices must be demonstrated.

Penn State Erie, The Behrend College, is a dynamic, comprehensive University campus of 3,200 students located in suburban Erie in northwestern Pennsylvania. Penn State-Behrend is one of the University's 13 academic colleges, offering a variety of baccalaureate and masters programs.

Interested persons should send a letter of application, resume, and the names of three current references and an indication of which position applying for, to: Penn State Erie, The Behrend College, Business Office, Dept.#: (SEE ABOVE), Station Road, Erie, PA 16563-0103.

APPLICATION DEADLINE: JULY 6, 1992

An Affirmative Action/
Equal Opportunity Employer
Women and Minorities Encouraged To Apply

BULLETIN BOARD: Positions available



DIRECTOR, CONTINUING ENGINEERING EDUCATION PROGRAM

The School of Engineering and Applied Science of The George Washington University seeks an experienced manager to direct a highly successful and visible program that provides year-round continuing engineering education to all levels of professional engineers, scientists, and managers.

The successful candidate will be responsible for a multimillion dollar program that presents more than 450 seminars and short courses of instruction each year to clients throughout the world. Additional program activities encompass an international satellite communication network, a publishing operation, and marketing of published products, including books, audiotapes, and videotapes.

Responsibilities will regularly entail, through the Dean of the School of Engineering and Applied Science, continual interaction with faculty and administrators within the University. The applicant should have an advanced degree, or equivalent qualifications, strong managerial skills, and be dedicated to a university career.

The person selected must have an understanding of a university environment, a demonstrated track record as a successful entrepreneur — one who shows a strong sense of proper marketing, budgeting, and funding, who demonstrates effective leadership of personnel, and who excels in written and oral communications.

Outside the University, the Director of this Program must maintain excellent working relationships with a cross-section of course instructors, business and government executives, and other industry leaders.

Applications will be reviewed beginning June 22 and will be accepted until the position is filled. Applicants should send a vita and three references to: Chairman, Search Committee, Director of Continuing Engineering Education Program, Office of the Dean, School of Engineering and Applied Science, The George Washington University, Washington, DC 20052.

The George Washington University is an Affirmative Action and Equal Opportunity Employer.

The Chronicle of Higher Education • June 24, 1992/B19

Director of Admissions and Enrollment Management



Burlington County College is a comprehensive community college serving one of the Northeast's fastest growing counties. The main campus is located in the Pinelands National Reserve of southern New Jersey. Burlington County has been rated by Outside magazine as one of the 100 best counties in the United States in which to live.

Burlington is seeking a Director of Admissions and Enrollment Management to administer planning, coordinating and administering admissions and retention of students entering credit courses. Minimum qualifications include relevant master's degree and counseling skills. Prior admissions/recruiting experience at the college level desired.

Applications will be accepted until position is filled.

Qualified applicants are asked to submit a letter of interest and resume to:

BURLINGTON COUNTY COLLEGE
Personnel Department
Burlington County College
Pemberton, New Jersey 08068

Affirmative Action/Equal Opportunity Employer (M/F). Women and minorities are encouraged to apply.

Program Officer South/Southeast Asia Programs Social Science Research Council

The Social Science Research Council (SSRC) invites applications for a Program Officer to serve in its program on South Asian and Southeast Asian studies. Working primarily through the Joint Committees on South Asia and on Southeast Asia, which the Council sponsors with the American Council of Learned Societies, the program seeks to bring together scholars in the social sciences and humanities from different areas to support doctoral and postdoctoral research on the region. It promotes the production of scholarly books relating to the area, and to stimulate new research in these regions and on comparative and transnational themes involving these regions.

Send résumé and cover letter by July 10 by mail or fax to: World Wildlife Fund, Human Resources Dept., 2100 Connecticut Ave., N.W., Washington, D.C. 20008; Fax: 202-293-9211. AA/EOE.

The successful candidate will have at least eight years of experience managing an individual giving program and demonstrated success in helping to plan, develop, and direct the annual giving, major gifts, bequests, and annual campaign programs. The Director will supervise nine staff members.

The successful candidate will have at least eight years of experience in developing strategies and programs to substantially increase the number of individuals giving to the Annual Fund, and play a major role in moving the Annual Fund to a class-structured program. He/she will assist in the identification, cultivation, and solicitation of Rensselaer alumni and friends for major gifts to the Annual Fund and other Campaign priorities in the Mid-Atlantic region.</



**Director
Intercollegiate Athletics**

Wake Forest University, located in Winston-Salem, North Carolina, is a private 158-year-old liberal arts university with approximately 5,300 students and 800 faculty in six schools (including the Bowman Gray School of Medicine).

The University invites nominations and applications for the position of Director of Athletics. The Director reports to the President of the University and administers the intercollegiate athletics program consisting of 16 sports for women and men and a permanent full-time staff of 100. The University is a member of Division I-A of the NCAA and of the Atlantic Coast Conference.

The Director provides leadership for the accomplishment of goals of the athletic department and contributes significantly to the realization of the goals of the University as a whole. The Director is accountable for supervision of the personnel of the athletic department, including securing and managing fiscal resources, selecting coaches and other personnel, scheduling and negotiating contracts, promoting the programs of the department, communicating with and through the media, overseeing and developing facilities, and working with alumni and other support groups.

Candidates must possess a Bachelor's degree as a minimum, with further study preferred. Successful administrative experience is preferred, along with evidence of personal and professional integrity, commitment to NCAA rules compliance, and support of academic and affirmative action goals.

The position offers a competitive salary and benefits. The individual selected for this position will be expected to join the University as soon as feasible.

Applications and nominations, accompanied by résumé, will be reviewed beginning immediately. They should be received by July 15, 1992.

Correspondence should be addressed to:

Edwin G. Wilson
Chair, Search Committee
Wake Forest University
Box 2295 Reynolda Station
Winston-Salem, North Carolina 27109

Wake Forest University is an Affirmative Action, Equal Opportunity Employer.

Director of Executive Education

The S.C. Johnson Graduate School of Management is accepting applications for a position responsible for building and maintaining client relations, marketing existing executive education programs, and assisting faculty in designing new, open enrollment and singly-organization programs aimed at upper-middle and senior managers worldwide. An advanced degree is preferred. Experience involving the design, delivery and marketing of substantial executive programs at the graduate level is required. For consideration send a letter and résumé to Alan G. Merton, Dean of the S.C. Johnson Graduate School of Management, or Professor L. Joseph Thomas, 319 Malott Hall, Cornell University, Ithaca, NY 14853-4201.



**SELMA UNIVERSITY
Director of Fund Raising
and Alumni Affairs**

Selma University invites application for the position of Director of Fund Raising and Alumni Affairs. This person will be the principal fund raiser and alumni affairs person.

The successful candidate will provide leadership in the expanded and multi-faceted fund raising program which includes annual and church relations, annual fund, corporate and foundation support, planned giving, church support and developing a viable endowment.

Minimum qualifications are a bachelor's degree, master's degree preferred, 2 to 3 years' experience in institutional development and fund raising, and a college degree. Must be capable to work with a small black church related institution. Must have a record of initiating and managing various fund raising operations. Salary depends on qualification. Position available in September 1, 1992.

Selma University is a small HBCU, four year liberal arts college supported by the Alabama State Missionary Baptist Convention, Inc.

Send a letter of application with a vita, three references in the areas of experience, and other documents before July 8, to: Dr. B. W. Dawson, President, Selma University, 1501 Lapalay Street, Selma, AL 36701.

Neuroscience Instructor, Job Order #6687630. Duties will include performing experiments aimed to understand the actions of neurotransmitters and enzymes. These experiments include measuring release of neurotransmitters and factors that regulate gene expression in brain tissue. Statistical analysis and presentation of manuscript is required. Advising one beginning graduate student in neuroscience and supervising one undergraduate in neurophysiology and neurotoxicology. Minimum requirements for job order #6687630 are a Ph.D. in Neuroscience and two years' teaching and research experience. Two years' nursing education experience preferred. Send letter of inquiry and curriculum vitae to: Mr. Maxon, X.N., Recruitment Specialist, Post

DIRECTOR OF ADMISSION

Southern Methodist University invites applications and nominations for the position of Director of Admission.

Candidates must be familiar with the mission of a selective private university that recruits nationally and internationally. Candidates should have proven recruiting and admission experience. The Director will oversee the undergraduate recruitment efforts of the University including strategic planning and oversight of an office of twenty-five.

Salary competitive and commensurate with experience. Screening of applicants and nominees will begin immediately. Résumés will be accepted through July 15, 1992.

Applications, nominations, and inquiries should be directed to:

Judy J. Mohraz, Associate Provost
209 Perkins Administration Building
Southern Methodist University
Dallas, TX 75275

Minorities and women are encouraged to apply.

SOUTHERN METHODIST UNIVERSITY
Affirmative Action, Equal Opportunity Employer.

Director of Information Technology Services

Texas College of Osteopathic Medicine, a state medical school located in Fort Worth, Texas, is seeking a Director of Information Technology Services to provide leadership for college-wide computing and communications development and to direct its staff of computing professionals. Responsibilities: Recommends college-wide computing and communications strategies and associated software and hardware specifications to the administration. Provides direct supervision for professional computing staff. Directly responsible for technical implementation of computer systems and for assessment of operating systems and applications. Administers and maintains systems of the College. Qualifications: Candidates must have a minimum of five years' experience in managing computing resources and communications services, preferably in an educational or medical environment having both central and decentralized resources. Advanced technical expertise in computing, communications and related technologies is required as well. Interpersonal skills and the ability to work with diverse community are essential. A bachelor's degree is highly desirable. Greatest weight will be given to the quantity and quality of management's experience in computer services and communication management. Salary is competitive and commensurate with qualifications and experience. Send a written application, including curriculum vitae and the names of three references to: Texas College of Osteopathic Medicine, Human Resource Services, 3500 Camp Bowie Blvd., Fort Worth, Texas 76107. T.C.O.M. is an Equal Opportunity, Affirmative Action Employer.

This position requires a Bachelor's degree as a minimum, with further study preferred. Successful administrative experience is preferred, along with evidence of personal and professional integrity, commitment to NCAA rules compliance, and support of academic and affirmative action goals.

The position offers a competitive salary and benefits. The individual selected for this position will be expected to join the University as soon as feasible.

Applications and nominations, accompanied by résumé, will be reviewed beginning immediately. They should be received by July 15, 1992.

Correspondence should be addressed to:

Edwin G. Wilson
Chair, Search Committee
Wake Forest University
Box 2295 Reynolda Station
Winston-Salem, North Carolina 27109

Wake Forest University is an Affirmative Action, Equal Opportunity Employer.

DIRECTOR OF ENVIRONMENTAL SAFETY AND HEALTH

**LSU Medical Center - New Orleans
ANTICIPATED VACANCY**

This is a position with significant managerial responsibility to coordinate and direct all facets of the safety programs of the LSU Medical Center—New Orleans including occupational, fire, radiation/nuclear, biohazards, hazardous waste disposal, environmental conditions, etc.

Minimal Acceptable Qualifications: Undergraduate or graduate work in engineering, science, safety or health. Master's degree in an appropriate field, terminal degree also acceptable. Three years' general and three years' specialized experience in the Occupational Safety field with significant administrative/managerial experience, preferably in an Academic Health Sciences Center.

Submit applications with résumé and three references by July 10, 1992 to: Vice Chancellor Institutional Services
LSU Medical Center
433 Bolivar Street
New Orleans, Louisiana 70112

LSU Medical Center is an EEO/AA Employer.

DIRECTOR OF PUBLICATIONS

Jacksonville University is seeking an experienced professional with demonstrated background in creation, design, and production of print advertising and promotional pieces to work with other professionals in a small private college communications office. Send résumé to Donald E. Ames, Vice President for Development, Jacksonville University, 2800 University Blvd. N., Jacksonville, Florida 32211.

The most extensive listing anywhere of jobs available in higher education —

every week in The Chronicle.

SEARCH REOPENED

Manager of Advanced Technology

Within the Office of Computing and Information Technology, Advanced Technical Staff, oversees a technical position, the Professional Technical Staff, calls for a technically-oriented working manager of a small group, reporting to the Director for Advanced Technology and Applications. Proven ability to grasp new technologies, assess their importance, and disseminate findings is essential. In-depth understanding of the latest computing technologies including, but not limited to, computers, networks, operating systems (VOS, Macintosh, OS2, Unix, NT), interface systems (XOS, Macintosh, Macintosh, OS2, Unix, NT), Presentation Manager, NextStar, OpenWindows, Motif), programming environments (procedural as well as object-oriented), networks (ethernet, AppleTalk, TCP/IP, Novell/IPX), and applications (word processing, spread sheets, desktop publishing, multi-media, graphics, client/server databases, communications) is required. Candidates should have a strong background in computer system architecture, programming experience and demonstrated analytic skills in dealing with technical issues in a university environment. Bachelor's degree is a minimum requirement, but master's beyond in mathematics, sciences, or engineering is preferred. Princeton University is an Equal Opportunity Employer and encourages applications from women and minority candidates. Applicants should send their résumés to Bruce Finnie, Director of Administrative Services, Computing and Information Technology, Princeton University, 47 Prospect Ave., Princeton, NJ 08544, fax: 609-258-3193, e-mail FINNIE@PUCC.

Princeton University

Princeton, New Jersey 08544

An Equal Opportunity, Affirmative Action Employer.

PimaCommunityCollege

TUSCON, ARIZONA,

the nation's seventh largest multi-campus community college, is accepting applications for the following administrative position:

DIRECTOR, PROFESSIONAL DEVELOPMENT AND EVALUATION

Starting Salary: \$44,143
(Open until filled)

Plans, directs, evaluates and reviews the activities and operations of the district's professional development, employee evaluation, and employee relations programs; coordinates assigned activities with other College departments, campuses, and outside agencies; and provides highly responsible and complex administrative support to the Assistant Vice Chancellor for Human Resources.

FOR AN APPLICATION AND COMPLITE JOB ANNOUNCEMENT, INCLUDING QUALIFICATION REQUIREMENTS, CALL OR WRITE:

PIIMA COUNTY COMMUNITY COLLEGE DISTRICT
Employment/Human Resources, P.O. Box 10, Tucson, AZ 85702-3010
(520) 694-6624; fax: (520) 694-6290

PIIMA COMMUNITY COLLEGE IS COMMITTED TO MULTICULTURAL DIVERSITY AND AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER. WOMEN, MINORITIES, AND OTHER PROTECTED CLASSES ARE ENCOURAGED TO APPLY.

*Pima Community College will be closed on Fridays from May 22, 1992 through August 7, 1992.

This is a position with significant managerial responsibility to coordinate and direct all facets of the safety programs of the LSU Medical Center—New Orleans including occupational, fire, radiation/nuclear, biohazards, hazardous waste disposal, environmental conditions, etc.

Minimal Acceptable Qualifications: Undergraduate or graduate work in engineering, science, safety or health. Master's degree in an appropriate field, terminal degree also acceptable. Three years' general and three years' specialized experience in the Occupational Safety field with significant administrative/managerial experience, preferably in an Academic Health Sciences Center.

Submit applications with résumé and three references by July 10, 1992 to: Vice Chancellor Institutional Services
LSU Medical Center
433 Bolivar Street
New Orleans, Louisiana 70112

LSU Medical Center is an EEO/AA Employer.

DIRECTOR OF PUBLICATIONS

Jacksonville University is seeking an experienced professional with demonstrated background in creation, design, and production of print advertising and promotional pieces to work with other professionals in a small private college communications office. Send résumé to Donald E. Ames, Vice President for Development, Jacksonville University, 2800 University Blvd. N., Jacksonville, Florida 32211.

The most extensive listing anywhere of jobs available in higher education —

every week in The Chronicle.

BULLETIN BOARD: Positions available

EMORY

**Director of Development for the Arts
Office of Institutional Advancement**

Emory University seeks applications and nominations for the newly-formed position of Director of Development for the Arts. The Director will assume responsibility for a fund-raising campaign to construct and operate a performing arts center on the Emory campus as well as assist in the identification and solicitation of prospects for programs and special exhibitions of the Michael C. Carlos Museum, and the support of theater, film studies, music, dance, and the visual arts at Emory.

Emory's Center for the Arts is being designed by Peter Eisenman, whose architectural style and vision have drawn international attention. When completed in early 1995, the building will house Emory's Fine Arts Center, the Michael C. Carlos Museum of Emory University is currently building a 35,000 square foot expansion, designed by the renowned architect, Michael Graves, and scheduled to open in May 1993. The expanded facility will house the Museum's permanent collections of Classical, Egyptian, Near Eastern, and Ancient American art, as well as temporary exhibitions ranging from ancient to contemporary art.

Emory's 1996 Arts Initiative will place the University at the forefront of the 1996 Cultural Olympiad in Atlanta. This position offers a unique opportunity for an experienced professional to lead the effort.

The director will be a member of Emory's Division of Institutional Advancement and report to the Associate Vice President for Development and the Director of the 1996 Arts Initiative. Preference will be given to candidates who have successfully led major gift campaigns for performing arts centers or museums. Candidates must have a bachelor's degree.

Review of applications and nominations will begin on July 13, 1992, and will continue until the position is filled. The position will be available on September 1, 1992. Interested candidates should submit a résumé and cover letter to:

Robert D. Hollback
Associate Vice President for University Development
Emory University
209 Administration Building
Atlanta, GA 30322

Emory University is an EEO/AA Employer.

**THE UNIVERSITY OF TENNESSEE,
KNOXVILLE**

Assistant Chief of Police

The Assistant Chief of Police is the second highest ranking officer in the Department and reports to the Chief of Police.

Duties/Responsibilities include command of the Department in the absence of the Chief; administration and supervision of patrol and security units; coordination of law enforcement and traffic functions for special events; coordination of departmental training and staff development; and coordination and maintenance of department records and reports.

Desirable Qualifications include excellent communication and written skills; knowledge of Federal, State, and local statutes and ordinances; knowledge of criminal and judicial procedures; five years' experience in a supervisory law enforcement role, preferably with a university police department; a high school diploma required, preferably with some college-level courses; graduation from an approved police academy; and certification as a Tennessee Police Officer or ability to meet requirements for such certification.

Starting Date: August 15, 1992.

Salary: \$30,000-\$35,000.

To qualify as a candidate, a résumé and list of three references should be received by the following address by Friday, July 10, 1992; however, applications will be accepted until the position is filled.

W. Timothy Rogers
Associate Dean of Students
413 Student Services Building
Knoxville, TN 37996-0248

UTK is an EEO/Aff/Tit IX/Section 504/ADA Employer.

DIRECTOR OF STUDENT HEALTH AND COUNSELING SERVICES

Colby-Sawyer, a small, independent, coeducational college located in the beautiful Dartmouth-Lake Sunapee region of New Hampshire, is seeking an experienced and dynamic individual to direct our recently merged health and counseling departments.

Health and counseling provide the following primary health care services to 600 students: outpatient health clinic, counseling (short-term individual, group and referral), emergency services, and education, prevention and wellness programs.

The Director will develop and define the mission and goals for the newly merged department, assist in developing a cohesive approach to student wellness, provide direct counseling services as well as clinical supervision of graduate student counseling interns, manage consultation and outreach programs, manage the budget, and develop external financial resources. The Director reports to the Vice President and Dean of Students and will supervise a staff of approximately seven. This position requires a doctorate in psychology or counseling with a minimum of five years experience in a counseling or health service agency and at least three years of administrative experience. Direct experience with a college population is preferred. The candidate must be licensed or license eligible in New Hampshire.

This is a ten-month position which begins August 1. Please send a letter of application, résumé and the names of three references to: Director of Human Resources, Dept. C, Colby-Sawyer College, New London, NH 03257. We will begin screening applications immediately and will continue to accept them until the position is filled. We are an equal opportunity employer.

**DIRECTOR OF PHYSICAL PLANT
North Carolina State University**

North Carolina State University, a land grant institution, seeks a Director to manage Physical Plant operations, which includes building and grounds maintenance, utility systems, general services, construction, planning, personnel and fiscal management. The Director is a key member of the facilities management team.

The successful candidate will have strong facilities management and planning skills, innovative customer service orientation and exceptional personnel development and a safe work environment is essential.

The NCSU campus encompasses more than 160 different structures with over 7 million square feet covering 1,500 acres. The Director is responsible for an annual operating budget of over \$32 million and an organization of over 700 employees. The position requires a four-year technical degree and six years of progressive management experience. To apply forward, by July 15, a letter of application, résumé and salary status to:

Chair, Screening Committee
Director of Physical Plant
North Carolina State University
Box 7232, Raleigh, NC 27695-7232

An Equal Opportunity, Affirmative Action Employer.

On a beautiful family oriented community with excellent public schools. Application deadline is July 15, 1992. Send vita and three references to: Dr. Patricia Bohannon, Dean, School of Nursing, Valdosta State University, Valdosta, Georgia 31602-3192.



West Virginia Graduate College

DIRECTOR

Satellite Network of West Virginia (SATNET)

The Satellite Network (SATNET) is a program of West Virginia public higher education which uses satellite and other electronic technologies in the delivery of credit courses and non-credit programming. As a result of its success, SATNET has grown rapidly. The number of credit courses offered annually has increased from 16 to 36, and the number of students enrolled annually has increased more than four-fold to 3500 in 1991-92.

As a result of this growth, SATNET has expanded to help facilitate national growth and efficient operation of the state's higher education satellite network. A key element in the realization of this will be in the employment of a full-time director whose initial responsibility will be the creation of a five-year plan for distance education to cover the time period from 1993-1998.

Job Description: Under the direct supervision of the President of the West Virginia Graduate College, the Director plans, coordinates and oversees distance learning programs on behalf of the State College and University System. Responsibilities: plans, coordinates and administers the Satellite Network; plans, organizes, and directs the work of the SATNET staff; provides technical and assistance to faculty who teach on the Satellite Network; provides liaison of the Network's credit and non-credit programs, including maintenance of a centralized data base; creates and maintains systems which account for all charges and receipts occurring from distance learning activities; budget requests and implements the approved budget for SATNET; assists the Distance Education Oversight Committee in developing policies and procedures for distance education; responsible for the development of a statewide SATNET; coordinates the Academic Users Group of the State College and University Systems; coordinates the production and distribution of publicity materials for the distance learning program; insures the adequacy of the receiving sites; serves as a member of the statewide Distance Learning Technology Council.

Qualifications: Master's degree required in Communications, Mass. Communications, or other appropriate field; considerable knowledge of the philosophy, organization, and function of instructional telecasts, techniques, procedures, and equipment are essential; record of financial management, scheduling, planning, and supervising the work of others; skilled in establishing and maintaining effective working relationships; excellent oral and written communication skills; demonstrated interest in professional development; and demonstrated interest in professional development.

General Information: Candidate should submit a letter of application, three letters of recommendation, and names of references, including current supervisor who might be called during screening process. Salary: Commensurate with experience and qualifications.

Starting Date: August 17, 1992.
Application Closing Date: July 6, 1992.
Submit Applications to:

John S. Calfee, Director
HUMAN RESOURCE DEVELOPMENT OFFICE
WEST VIRGINIA GRADUATE COLLEGE
P.O. Box 1033
Institutional P.O. Box 12
Phone: 304-766-1904

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

OFFICE OF RESIDENCE LIFE

Complex Director * Search Reopened *

The successful candidate will be responsible for recruiting, training, supervising and evaluating staff, including Residence Hall Directors, Graduate Resident Coordinators, Resident Advisors, Receptionists and Student Work Study staff; conducting exhibitions and maintaining an operating budget of \$50,000 per year; coordinating access to dormitory facilities, access to staff, on-call for emergencies; coordinating with an educationally based living skills program; participation in University process as necessary; supervising the planning and all administrative operations; additional departmental responsibilities and cut-reach by the successful candidate will be required.

To qualify, you must have Bachelor's with at least 2-3 years' full-time experience in residence/staff services; or a Master's in Student Personnel or related field and at least one year of professional or graduate hall management experience. Salary range is \$22,000-\$23,000 based on experience for this live-in position. Excellent fringe benefits including recruited tuition. Starting date is July 1, 1992 or earlier. Send applications to: Director of Residential Life, Office of Human Resources, SYRACUSE UNIVERSITY, Bixby Ctr., One Bixby St., Syracuse, NY 13244-8300. An Equal Opportunity, Affirmative Action Employer.

Nursing: Assistant/Associate Professor. Faculty positions, eligible for tenure review, available in medical/nursing and mathematics. Will teach in all aspects of petroleum engineering technology and applications in industrial environments. Qualifications include teaching experience at graduate and undergraduate levels, research, and service. Requirements include master's degree in petroleum engineering or equivalent in nursing or a related area, and eligibility for Kansas licensure. Specialization in oil/gas production, reservoir engineering, Land Resources, Glenville State College, Glenville, West Virginia 26531. Tel: 304/465-7261. Send curriculum vitae and position filled. BOR/AA. Minirtha is encouraged to apply.

Philosophy: The University of Toledo, one-year leave replacement only. Second position, up to nine courses distributed over three courses per semester at either's levels. Area of Specification: Open Areas of Competencies: Introduction to Philosophy, History of Western Philosophy, Theory Logic (perhaps in 100+ student sections with graduate student assistance), and any course in philosophy of education. Salary competitive for Assistant Professor rank. Ph.D. and teaching experience preferred. Application deadline July 15, 1992.

Lists of the latest books of interest to Academic scholarly books and books about higher education —

every week in The Chronicle.

Physical Engineering Technology: August 19, 1992; tenure track. Qualifications determined by qualifications. Will teach in all aspects of petroleum engineering technology and applications in industrial environments. Qualifications include teaching experience at graduate and undergraduate levels, research, and service. Requirements include master's degree preferred. BS or equivalent in engineering, education, or related area in nursing or a related area, and eligibility for Kansas licensure. Specialization in oil/gas production, reservoir engineering, Land Resources, Glenville State College, Glenville, West Virginia 26531. Tel: 304/465-7261. Send curriculum vitae and position filled. BOR/AA. Minirtha is encouraged to apply.

Philosophy: The University of Toledo, one-year leave replacement only. Second position, up to nine courses distributed over three courses per semester at either's levels. Area of Specification: Open Areas of Competencies: Introduction to Philosophy, History of Western Philosophy, Theory Logic (perhaps in 100+ student sections with graduate student assistance), and any course in philosophy of education. Salary competitive for Assistant Professor rank. Ph.D. and teaching experience preferred. Application deadline July 15, 1992.

Physical Education: Two full-time, nine-month contracts, available immediately beginning September 9, 1992. Physical Education Department at Mankato State University. Salary commensurate with qualifications. Position 1: Doctorate

in recreation, physical education, and

athletic administration.

Position 2: Doctorate in recreation,

physical education, and athletic ad-

ministration.

Position 3: Doctorate in recreation,

physical education, and athletic ad-

ministration.

Position 4: Doctorate in recreation,

physical education, and athletic ad-

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Position 5: Doctorate in recreation,

physical education, and athletic ad-

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Position 42: Doctorate in recreation,

physical education, and athletic ad-

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Position 43: Doctorate in recreation,

physical education, and athletic ad-

ministration.

Position 44: Doctorate in recreation,

physical education, and athletic ad-

ministration.



Milwaukee Area Technical College

ASSOCIATE DEAN
VACANCIES

Evening/Weekend/Summer Dept.

Liberal Arts & Sciences Dept. (West Campus)
Liberal Arts & Sciences/Consumer & Hospitality Dept.

Milwaukee Area Technical College (MATC) serves a district of 1.2 million residents through a comprehensive campus in downtown Milwaukee and three regional campuses and numerous satellite programs throughout the district.

Viable candidates must have a Master's Degree in a relevant field such as Vocational Education, Educational Administration, or a related field. Other requirements include three to five years of related teaching experience and occupational experience; experience in post-secondary school administration is desirable; plus certification eligible by the Wisconsin Board of Vocational, Technical, and Adult Education; or any equivalent combination of experience and training which provide the necessary knowledge, skills and abilities.

To apply, please call (414) 226-1800 for an application form and job description. The deadline is Friday, July 17, 1992. Resumes and letters of application will not be accepted in lieu of a completed application.

MILWAUKEE AREA TECHNICAL COLLEGE
700 WEST STATE STREET
MILWAUKEE, WI 53233

MATC is an Affirmative Action/Equal Opportunity Employer

CHIEF FINANCIAL OFFICER

Wayland Baptist University

Wayland Baptist University, an institution of approximately 2,300 students located on the High Plains of West Texas, seeks qualified applicants for the position of Chief Financial Officer. The successful candidate will have knowledge of fund accounting; budget preparation; projection and management; encumbrance accounting; investments and endowment management; internal auditing; cash flow control and projection; accreditation procedures within the Southern Association of Colleges and Schools financial section; and the overall business environment of a non-profit university. The successful candidate will also have competitive knowledge of computer applications, both PC and mainframe; B.B.A. required; M.B.A. and/or C.P.A. preferred. Applications must have 3-5 years of experience. The Chief Financial Officer reports to the Vice President for Administration and External Programs. Submit application, vita, and names of three references to: Dr. Bill Hardage, WBU Box 574, Plainview, TX 79072. Applications will be accepted through July 3 or until position is filled.

Physical Therapy, Chairperson: The Department of Physical Therapy, University of South Alabama, invites and nominates nominations and applications for the position of Chairperson. Responsibilities: The Chairperson provides academic, intellectual and administrative leadership for the department and represents the department to the community and to other health professions. The University Department of Physical Therapy is located in historic Mobile, Alabama. The University's enrollment is approximately 12,000 and comprises College of Business, Arts and Sciences, Business, Education, Nursing, and Continuing Education. The Department of Physical Therapy currently offers a Master's degree program and plans to move to the entry-level Master's. The program has approximately 100 students in its graduate and undergraduate space. Excellent opportunities and facilities are available for research and faculty development. Competitive salary and benefits are offered. Doctoral degree in physical therapy or equivalent and evidence of research and publication in peer-reviewed journals are required. Bachelor's degree is preferred. State of Alabama application form required by July 1, 1992. Applications should be submitted to: Dr. James C. Wall, Search Committee Chairperson, Department of Physical Therapy, Springhill Avenue, University of South Alabama, Mobile, Alabama 36688. The University of South Alabama is an equal opportunity, affirmative action employer.

Physical Therapy Program Head, Physical Therapist Assistant, Wytheville Community College invites applications for a Program Head/Professor position in its Physical Therapist Assistant program. Application must be received by June 16, 1992. The Program Head provides

DEAN OF THE
JOHN M. OLIN SCHOOL OF BUSINESS

Washington University seeks applications and nominations for the position of Dean of the John M. Olin School of Business. Screening of applicants will begin immediately and continue until a final candidate is made available. The Olin School is part of one of America's leading private universities. The School is committed to becoming an internationally renowned research-oriented business school. The school strives for excellence in its teaching programs which lead to baccalaureate, master's and doctoral degrees in business. Presently, the school has approximately 1,300 students or 900 full-time equivalents. The school employs the equivalent of 67 full-time faculty, 14 of whom are tenured.

The endowment of Washington University ranks in the top ten of all university endowments. The endowment of the Olin School is one of the largest per-faculty endowments among business schools. Of the 9,500 alumni, 35% currently support the school's annual fund, and the school receives substantial class support. In 1986 the school constructed Simon Hall, an outstanding new facility for the Olin School.

Applications and nominations should be sent to Professor Ronald G. Evans, Chair of the Dean's Search Committee, John M. Olin School of Business, Campus Box 1133, Washington University, One Brookings Drive, St. Louis, MO 63130.

Washington University is an Equal Opportunity, Affirmative Action Employer. We especially welcome applications from women and minority candidates.

DEAN
ANDERSON GRADUATE SCHOOL
OF MANAGEMENT

University of California, Los Angeles

UCLA invites nominations and applications for the position of Dean of the Anderson Graduate School of Management. As the Chief Executive Officer, the Dean provides the academic, intellectual and administrative leadership for the school. The Dean is responsible for improving and promoting the quality and effectiveness of the school's instructional, research, external affairs, and development programs.

The Anderson School has approximately 100 faculty and a like number of staff FTE. The regular MBA program has approximately 750 students divided between the first and second years; the Executive MBA program has 120 students divided over two years; and the fully Employed MBA program has approximately 125 students at all stages of the curriculum; finally, the school offers approximately 70 non-degree executive courses. It has approximately 1,200 students enrolled each year.

Applicants should have substantial administrative experience, preferably in a research and academic institutions appropriate to the rank of full professor in the School. Salary will be commensurate with background and experience. Starting date is July 1, 1993.

To be assured of full consideration, nominations and applications should be sent by September 15, 1992 to:

AGSH Dean Search Committee
c/o Ms. Connie Claffick
Office of the Chancellor
University of California
Los Angeles, California 90024

UCLA is an Equal Opportunity, Affirmative Action Employer.

Willamette
UNIVERSITY

1842 150 years 1992

Dean of Residence Life

Willamette University invites nominations and applications for the position of Dean of Residence Life.

The Dean of Residence Life reports to the Vice President for Student Affairs and is responsible for Residence Life staffing and programming, housing operations, fiscal management and planning, and the University Standards of Conduct. The Dean supervises a staff of approximately 50 comprised of an Associate Director of Residential Life who serves as advisor for Greek Life, an Administrative Assistant, Office Assistant for housing operations, 15 Resident Directors, 30 Resident and resident halls, 6 natural dormitories and 3 national sororities.

The qualified candidate will have at least five years of progressively responsible administrative experience in residence life and student conduct. Master's degree required; doctoral preferred. Excellent leadership, management and communication skills and a commitment to the liberal arts are essential. Salary and benefits are competitive and commensurate with experience. Applications received by July 15, 1992 will be assured maximum consideration. Credential review will continue until the position has been filled.

Candidates should submit a letter of application, vita, and at least three letters of reference to: Frank Meyer, Vice President for Student Affairs, Willamette University, Salem, OR 97301.

Willamette University is an Equal Opportunity Employer and actively seeks the candidacy of women and minorities.

The most extensive listing anywhere of jobs available in higher education —

every week in The Chronicle.

VICE CHANCELLOR FOR
UNIVERSITY RELATIONS

University of Missouri-St. Louis

Applications are being accepted for the position of Vice Chancellor for University Relations at the University of Missouri-St. Louis. The Vice Chancellor is one of five who report directly to the Chancellor.

The Vice Chancellor is responsible for providing leadership and management, public relations, special events, and printing and graphic services.

The Vice Chancellor works closely with the Chancellor, faculty, staff, administrators and volunteers board in a collaborative manner.

The University of Missouri-St. Louis is a dynamic urban campus founded in 1963. As one of the four campuses constituting the University of Missouri, it shares the University of Missouri's land-grant mission and status as the only public, comprehensive research university in Missouri.

The successful candidate should have earned a master's degree in an appropriate discipline, possess 10 years of administrative experience and a background in the following areas: alumni and constituent relations, development, public relations, special events, and printing and graphic services.

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The successful candidate should have earned a master's degree in



CLARKSON COLLEGE
Education for the Future

Clarkson College, a private educational institution offering health science programs delivered to over 700 students via both on-site and distance education modes, is seeking creative, energetic and dedicated professionals for the following positions:

VICE PRESIDENT FOR STUDENT AFFAIRS

The Vice President for Student Affairs is a major participant in college-wide decision-making, reporting directly to the President. The Vice President is responsible for programs and services for the enrollment and retention of students and for ensuring the quality and character of student life.

Qualifications: Doctoral degree with a focus on student development; 3-5 years of administrative experience, knowledge of the roles and responsibilities of registration and records, financial aid, enrollment management, and residence life.

Candidates should have a record of programmatic innovation and institutional problem-solving, and a familiarity with higher education issues.

DEAN OF PROFESSIONAL DEVELOPMENT

The Professional Development Division is one of four divisions reporting to the Vice President for Academic Affairs. In addition to professional advancement programming, the division plans and implements all corporate staff development activities for Clarkson Hospital.

Qualifications: Doctorate in educational administration or related field with considerable experience in continuing education programming. The candidate should demonstrate effective managerial, interpersonal and communication skills.

INSTRUCTIONAL TECHNOLOGIST

The Instructional Technologist reports directly to the Vice President for Academic Affairs and is responsible for moving the College forward in the use of technological support of educational delivery and research endeavors. Of prime importance are efforts of the College to serve distant students via on-line and other place-dependent delivery.

Qualifications: Masters degree with an emphasis on educational technology, a good understanding of the role of computers in the educational process and the use of related delivery technologies, and ability to work well with faculty, students and administration.

GENERAL INFORMATION

Salary: For each position, salary is competitive and consistent with the level of experience.

Applications: Interested applicants should submit a letter of application, resume and references before July 15, 1992 to:

Office of the President
Clarkson College
101 South 42nd Street
Omaha, NE 68111-3715
800-647-5500

An Equal Opportunity/Affirmative Action Employer

**VICE PRESIDENT FOR ACADEMIC AFFAIRS
& DEAN OF GRADUATE SCHOOL**

The University of Arkansas for Medical Sciences invites nominations and applications for the position of Vice Chancellor for Academic Affairs and Dean of the Graduate School. This position reports directly to the Chancellor and is responsible for direct supervision of all educational services, library, academic computer center and student financial aid. The Vice Chancellor works with the Deans of Medicine, Nursing, Pharmacy and Allied Health, and coordinates educational activities of their colleges including curricula, standards and policies, faculty appointments and promotions and graduate programs. The Vice Chancellor represents the campus at local, regional and national levels relating to educational programs.

Applicants must have a doctorate degree. Experience at a health sciences campus is preferable. Applications, accompanied by a current résumé, should be sent to:



UNIVERSITY OF NEBRASKA
VICE PRESIDENT FOR BUSINESS AND FINANCE

The University of Nebraska, a four campus institution with an annual operating budget of over \$900 million, seeks applications and nominations for the position of Vice President for Business and Finance. The Vice President is a member of the President's executive staff, reporting directly to the President, and plays a key role in the development and administration of University policy.

The Vice President for Business and Finance is responsible for all matters relating to the business and financial management of the institution. This includes the preparation and oversight of the facilities management, including construction of new facilities and development of capital budgets; general personnel policies and benefit programs; University-wide computing. The Vice President works closely with the Executive Vice President and Provost in development of the operating budget and coordinates administration and development of policies with the University campuses as well as state government.

Minimum qualifications for the position include an advanced degree, 10 years of progressive management experience with demonstrated accomplishments in financial management, preferably in a university environment, with demonstrated understanding of sophisticated financial and computer systems, human resource management, and facilities and construction management and a commitment to affirmative action and equal opportunity. The salary will be competitive and commensurate with the experience and background of the appointee.

Nominations and applications for the position should be forwarded as soon as possible. Applications should include a letter of interest and a current résumé. Review of application materials will begin on August 3, 1992, and continue until the position is filled. Nominations and applications should be sent to:

Vice President Search Committee
Office of the President
University of Nebraska
Vanner Hall
Lincoln, NE 68589-0745

The University of Nebraska is an Affirmative Action, Equal Employment Opportunity employer.

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Applicants must have a doctorate degree. Experience at a health sciences campus is preferable. Applications, accompanied by a current résumé, should be sent to:

Dr. Harry P. Ward, Chancellor
University of Arkansas for Medical Sciences
4301 West Markham Street — Slot #541
Little Rock, AR 72205

Applications are due by August 1, 1992.

The University of Arkansas for Medical Sciences is an equal opportunity, affirmative action employer.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Vice President for Academic Affairs at Erie Community College. Erie Community College is a multi-campus, public community college with an enrollment of 14,000 students enrolled in over 80 programs. Full-time salary: \$49,548. DESCRIPTION: The chief academic officer of the College is responsible for the planning, development and maintenance of quality programs which are responsive to community needs and provide students with maximum learning opportunities. The candidate should have familiarity and experience with contemporary academic challenges for community colleges including developmental education, general education, bilingualism, transfer, articulation, tech-prep, program assessment and faculty evaluation. The ability to prepare budgets, coordinate self-studies in preparation for accreditation visits and initiate grants is highly required. The position reports directly to the Office of the President. QUALIFICATIONS: A doctoral degree is preferred with at least 3 years of supervisory experience with a minimum of 5 years teaching experience. Interested applicants should send résumé, transcripts and three letters of recommendation prior to July 1, 1992 to the Human Resources Department, ECC-South Campus, 4041 S. Southwest Boulevard, Orchard Park, NY 14217. The College is an equal opportunity employer. Women, minorities, veterans and disabled persons are encouraged to apply.

**When you need
to fill a job
fast**

There's nothing in all of Academe to compare with The Chronicle's "Bulletin Board" pages:

* Get your ad to us by 2 p.m. Monday, eastern time; just 3½ days later it will be printed and on its way to our 418,000-plus readers.

* We'll gladly set the type for you, without charge—in either age or an attention-commanding "display" format. If you prefer, we'll use your camera-ready copy.

* Your ad will be properly positioned or indexed—convenient for our readers and effective for you.

For more information,
please call (202) 466-1055

Public Administration: Public Service Faculty Positions: Management Development Program, Director of Program for Civic Education, Carl Vinson Institute of Government and Georgia Center for Continuing Education, and the Georgia Center for Civic Education, are seeking candidates for the post of Management Development Associate. Candidates must have a graduate program in public administration and be able to teach courses in management, public administration, and teaching supervisory and management non-credit courses for municipal and county government. A master's degree in public administration or related field is required. Also required is a formal knowledge of the major functions of government, public administration, and the ability to communicate effectively with all levels and types of management positions in state government, and the ability to communicate effectively with individuals and groups in their training and development needs. Preference will be given to in-service training programs, experience in human relations management, and experience in working with city and county government employees. Application deadline is August 15, 1992. Send résumé and three letters of reference to Vivian Ashley, Room 101, Georgia Center for Civic Education, 3009 Piedmont Road, Atlanta, Georgia 30339-3031. Note: The final candidates for this position may be required to teach a course in public health and safety and used in the course. Finalists will be paid a reasonable honorarium plus travel expenses for this activity.

Public Administration: Public Service Faculty Positions—Coordinator of State Gov-



**XAVIER
UNIVERSITY**

Vice President for Student Development

Xavier University, a Jesuit Catholic institution located in Cincinnati, Ohio, with an enrollment of 6,400 undergraduate and graduate students, seeks applicants for the position of Vice President for Student Development. The Vice President reports directly to the President and is the liaison between the President and the Division of Student Development, which consists of: Campus Dining, Career Planning and Placement, Community Service, Health and Counseling, International Student Services, Minority Affairs, Police Security, Student Activities, student orientation and the discipline system. The Vice President must ensure that the University provides a wide range of programs, services, and activities designed to foster student growth in the areas of body, mind, and spirit.

Qualifications:

- A doctorate in College Student Personnel, Higher Education Administration, or related field preferred.
- Extensive proven management experience and knowledge of student affairs functions, program development, and key issues.
- Demonstrated ability in financial management with emphasis upon the planning and supervision of expense and revenue budgets.
- A demonstrated ability to work successfully with a diverse university community.
- Demonstrates personal/professional values and commitment which will promote the Jesuit Catholic character of Xavier.
- Evidence of a caring, student-oriented approach with an ability to advocate for the needs of diverse populations.

Responsibilities:

- Overall supervision of the Division of Student Development.
- Development and supervision of a four million dollar divisional budget.
- Coordination of all planning efforts for the division.
- Assessment of student needs leading to recommendation and implementation of comprehensive long-range goals.
- Advocate for students and inform other campus constituencies of the needs and concerns of various student populations.
- Student affairs liaison with campus neighbors and community associations.

Applications are due August 7, 1992.

Applicants should submit a cover letter, résumé, and reference information to Mr. John F. Kucin, Chair of the Vice President for Student Development Search Committee, Xavier University, 3800 Victory Parkway, Cincinnati, OH 45207-2111. Xavier University is an academic community committed to equal opportunity for all persons regardless of age, sex, race, religion, handicap, or national origin.

**Executive Director:
Off-Campus Programs**

New Jersey Institute of Technology, the state's technological university, has been delivering off-campus instructional programs statewide and nationally for pre-college through graduate education in mathematics, the sciences, engineering, architecture, management and other technical areas, at branch campuses, extension and corporate sites.

The Executive Director will lead the increasing off-campus delivery of credit and non-credit instructional programs, and technology transfer using traditional as well as state-of-the-art distance learning.

A minimum of five years successful experience in a similar or related position necessary; along with planning, budgeting, marketing expertise and knowledge of distance learning. Doctorate preferred, as well as an academic background in science, mathematics or engineering. The ability to work in partnership with university faculty, corporate and government agency representatives is strongly emphasized.

NJIT does not discriminate on the basis of sex, race, color, handicap, religion, national or ethnic origin, lifestyle or age in employment.

Send resume: Personnel Box ED-DCP.

NJT
New Jersey Institute of Technology
Instructional Off-Campus Programs
P.O. Box 1100
Newark, NJ 07104-0100

Committee, Education Department, New York College, Department of Radiology, 3000 North Rogers, Chicago, IL 60646. Tenure: 3 years. Position: Radiologist. Qualifications: M.D., Board certified in Diagnostic Radiology. Experience: 5 years of clinical practice. Responsibilities: Diagnostic radiology. Salary: \$40,000-\$50,000. Benefits: Excellent benefits package including tuition assistance, health insurance, pension plan, and relocation assistance.

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CHANCELLOR The University of Michigan - Dearborn

Nominations and applications are invited for the position of Chancellor at the University of Michigan-Dearborn. One of the eight campuses of the University of Michigan, U-M-D is an educational community grounded in the liberal arts and sciences, which offers high quality, accessible undergraduate, graduate, professional and continuing education programs to a diverse and talented student body primarily from metropolitan Detroit. The campus is comprised of four academic units: the College of Arts, Sciences, and Letters and the Schools of Engineering, Education, and Management. The campus serves approximately 8,000 commuting students; 7,000 undergraduates; 1,000 graduate.

The Chancellor, under the general direction of the President of the University, serves as the chief executive officer of the University of Michigan-Dearborn. The Chancellor exercises all academic powers and is responsible for all aspects of campus administration.

Candidates should have substantial administrative experience in higher education; experience in working with an urban, multicultural community; excellent communication and presentation skills; commitment to teaching, scholarship, and service as roles of a comprehensive, regional institution; strong interpersonal skills; and experience in seeking private and corporate funding.

The University of Michigan is strongly committed to sustaining and enhancing the diversity of its students, faculty, and staff, and invites and encourages applications from minority and female applicants.

Applications or nominations should be submitted by July 17, 1992 to:

The University of Michigan-Dearborn Chancellor Search
c/o Ms. Adele Henry, Secretary to the Search Committee
4901 Evergreen Road
Dearborn, Michigan 48128-1941

Executive Director Accrediting Commission for Independent Colleges and Schools Career College Association

Commission is a D.C.-based institutional accrediting commission accrediting 800 private career institutions.

Duties as chief developer and implementer of policy and manager of operations staff of 15.

Experience in accreditation or compliance; postsecondary career school management; research, statistics, curriculum; multi-million-dollar budget development/management; media and government relations; effective oral and written communications; working with voluntary boards.

Education to include graduate degree in higher education or general/business management.

Applicants to provide résumé, references, salary requirements, and letter of interest to include evidence of familiarity with philosophy, goals, procedures, and membership of Commission. None considered after June 30. Send to:

ACICS Search Committee
P. O. Box 1538
Davenport, Iowa 52809.

Spanish/Humanities Laredo State University, School of Education, Arts and Sciences, Faculty Position. The School of Education, Arts and Sciences, Faculty Position. Laredo State University invites applications for a tenure-track position beginning September 1992 in the following areas: Assistant Professor: Spanish/Humanities. Duties will include teaching and developing courses in Spanish language and literature at undergraduate level; research; and service to the university. Specific course responsibilities will include supervision of fieldwork supervision and teaching department core courses as well as non-majors specific courses. Send a letter of application, official transcripts of all universities attended, a current vita, and three letters of recommendation to be sent to Dr. Horacio Parkhouse, Search Committee Chair, Department of Spanish and Latin American Studies, Box 023-57, Temple University, 1600 North Broad Street, Philadelphia, Pennsylvania 19102. Review of applications will begin July 1, 1992, and continue until position is filled.

Student Affairs Dean: The Savannah College of Art and Design seeks applicants for the position of Dean of Students. The Dean of Students reports directly to the Executive Vice President. Qualifications include strong and creative leadership for the student services department; residence hall management; ability to manage student activities, counseling services, educational programming, career services, and athletics. Duties include: advising students on implementation of programs and services; and maintaining liaison with the community. The successful candidate should have a Master's degree with at least three years' K-12 teaching experience in special education, college teaching, and administration, and international trade. Laredo State University is an Action Equal Opportunity Employer.

Special Education: Assistant Professor: Teacher training. Master's degree required; advise student teachers, advise students and conduct research. Duties in special education. Minimum of three years' K-12 teaching experience in special education, college teaching, and administration. Duties include: teaching interpersonal skills for working with disabled school educators. Demonstrated effectiveness in teaching school settings preferred. Teaching training, Research, and publication record, resume, credentials, five references, letter of recommendation to Dr. Fern Riddle, Box 1955, Marion, Ohio 43305.

Student Life: Assistant Dean of Student Life for Cultural Diversity. Administrates the Cultural Diversity and Volunteering Program. Duties include leading the program for the Black Experience and the One-On-One Mentoring Program as a liaison and resource to minority students and their advisors. Duties as an Onboardperson for the Black Experience. Qualifications: Master's Degree, minimum. Qualifications: Student Personnel, Higher Education Administration, or related field, and five years' administrative experience in Student Affairs. Desired: Doctorate, demonstrated evidence of sensitivity and understanding of minority and cultural differences. Considerable knowledge of minority development concepts and theory for the implementation of student programs. Ability to

communicate effectively with minority students. Please see our regular classified section for more information. Bowdoin College, Bowdoin, Maine 04215.

Sport Management: Please see our regular classified section for more information. ABA/ABD in sport and recreation management and a closely

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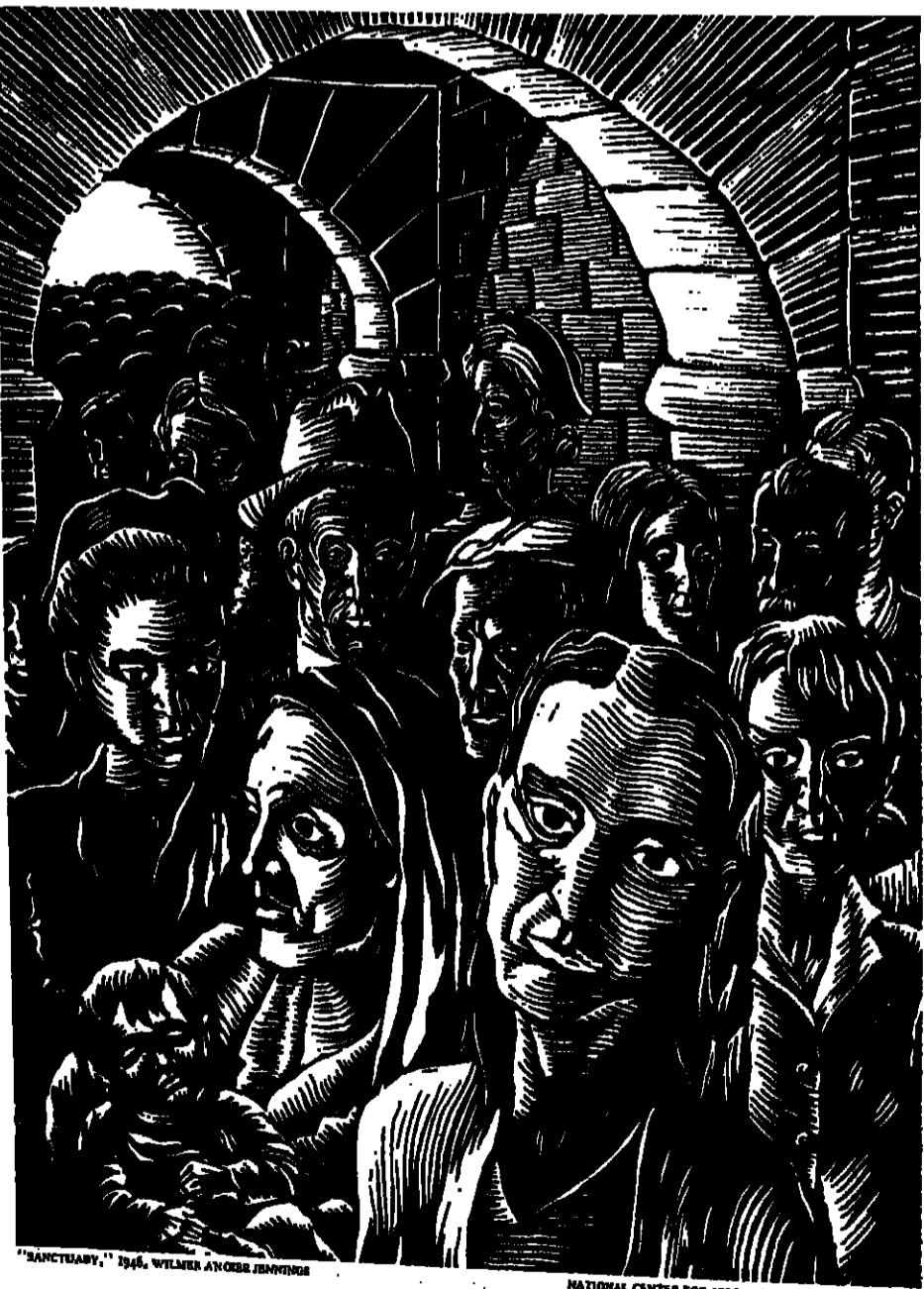
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End Paper



"EXODUS," 1931, ISAAC FRIEDLANDER



"SANCTUARY," 1945, WILMER ANGIER JENNINGS

Bridges and Boundaries for Blacks and Jews

THE THEMES OF FREEDOM and liberation appear again and again in the literature, art, and music of both African Americans and American Jews, and each has borrowed experiences of the other to give voice to their own group's conception of identity. Isaac Friedlander, a Jewish artist who spent years of solitary confinement in prison in his native Latvia, chose oppression as the subject of his art. Here, he has used "Exodus," a word that is synonymous with the Jewish experience, as the title of his work, which suggests the freeing of the slaves.

"**S**ANCTUARY," by African American artist Wilmer Angier Jennings, bears an interesting similarity to Isaac Friedlander's "Exodus." Although one cannot be certain of the precise historical subject of Jennings's linocut—the underground railroad and the Holocaust readily come to mind—it is clear that both Friedlander and Jennings have chosen subjects tied to their own identities and their empathy for oppressed people.

"Bridges and Boundaries: African Americans and American Jews," an exhibition of 150 artifacts, photographs, documents, and works of art exploring the themes of ethnic identity, shared cultural beliefs, experiences of marginality, and visions of social justice, will be at the New York Historical Society through July 19 before beginning a three-year national tour.

The texts above are by Gretchen Sallin Surin, an adjunct instructor in museum studies at the State University of New York at Albany; Beth Klopot, a historical consultant; and Julie Reiss, assistant curator at the Jewish Museum in New York. They are excerpted from *Bridges and Boundaries: African Americans and American Jews*, published by George Braziller in association with the Jewish Museum in New York. The book was edited by Jack Salzman, director of the Center for American Culture Studies at Columbia University.

Continued on Page A24

since March that they were against a House proposal that would have created a direct-loan system on about 300 campuses that currently receive \$500-million in student loans. The Senate legislation did not contain a direct-loan program.

Republicans on the conference committee, led by Rep. E. Thomas Coleman of Missouri, tried to shrink the direct-loan program by proposing a plan that would have included an unspecified number of institutions that now receive \$250-million in student loans.

But Mr. Ford and Illinois Sen. Paul Simon persuaded their Democratic colleagues that a larger plan would represent a bold innovation in a bill that both said consisted largely of "tinkering around the edges" of college programs.

Repayments Based on Income

The compromise bill said that 35 percent of the 300 institutions in the pilot project should offer borrowers the right to repay their loans based on their income level. Proponents of so-called income-contingent loans contend that such a system would reduce defaults, because the loans would be easier for low-income borrowers to repay.

College officials have had mixed reactions to the direct-loan concept since the reauthorization process started in Congress 16 months ago. Many administrators heralded it as a way of streamlining the loan process and saving millions of dollars in subsidies now paid to banks, while others were concerned about the burden of administering the loans and about financial liabilities for mishandled loans.

Thomas A. Butts, a lobbyist for the University of Michigan and a leading proponent of direct loans, praised the committee for making "solid public policy," and said he was unfazed by the promised veto. "The President's got to decide if he wants to veto a bill that saves taxpayers money," he said.

Enthusiasm for Loan Plan

Campus officials have strongly supported a House plan adopted by the conferees that would provide Stafford Student Loans to all students regardless of income. Middle-income students would be responsible for paying the interest on their loans, but the government would continue to pay the interest for the neediest students while they are in college and for six months after they graduate or drop out.

Members of the conference committee also agreed to replace the current 8-percent interest rate on Stafford loans with a variable rate that would be capped at 9 percent. Lawmakers said that setting the rate at 3.1 percentage points above the rate on three-month Treasury bills would allow students to benefit if interest rates remained low.

The committee members also decided to allow most students to borrow more to meet rising college costs. The maximum year for freshmen would remain at \$2,625, \$2,625 for sophomores, increase to \$3,500 from \$4,000 for other undergraduates, and grow to \$5,500 limit for graduate students would rise to \$8,500 from \$7,500.

Graduate students would also gain access to more money under the Supplemental Loans for Students program. Their limit

Continued on Page A24

W. Virginia Leads the Way in Obtaining Congressional Earmarks for Research

Political savvy brings millions to 2 colleges

By COLLEEN CORDES

MORGANTOWN, W.V.A.

The Congressional practice of earmarking funds for specific colleges and universities can mean very different things to very different institutions. Nowhere is that more evident than in West Virginia, the "pork barrel" champion of America.

West Virginia led the nation this year in earmarked funds for its institutions. Two of its colleges have reaped, by their own estimates, about \$120-million in earmarks since fiscal 1987.

One is West Virginia University, a public research institution with the professional savvy and Congressional muscle to attract federal tax dollars. The other, Wheeling Jesuit College, is a small private college with big new projects that are almost entirely unrelated to its own faculty's past scholarship—but with plenty of Capitol Hill cash for them, anyway.

Well-Placed Benefactors

The two institutions share the same well-placed benefactors. Sen. Robert C. Byrd, a Democrat, is the powerful chairman of the Senate Appropriations Committee. Rep. Alan B. Mollohan, another Democrat, is a member of the House Appropriations Committee.

The institutions have sharply contrasting approaches to earmarks. Their experience indicates the widely varying influence that these direct Congressional appropriations can have on a campus and a region.

West Virginia University takes great pride in being close to the people and businesses of this impoverished state. Professors try to turn coal into liquid fuel with high-tech pressure cookers, apply heavy pressure to the planks they've designed for timber bridges, and analyze the chemical composition of mine dust.

The university's determination to make practical contributions to the state's economy is also evident in the spirit with which its professors pursue earmarks. "I'm proud of the investments," declares Neil S. Bucklew, the university's president. "I'm not embarrassed by it. You can't make a list that's too long for me."

This is a state where tens of thousands of miners and their families collect government benefits for black-lung disease and where the rural poor are isolated along the roller-coaster miles of West Virginia's mountains. The university has waged a concerted effort to place itself squarely in the center of the state's struggle to revive its ailing industries and poverty-stricken backwoods.

It has rigorously focused its efforts to win earmarked money on projects intended to benefit existing industries, and on applied research to make Morgantown a center for high-technology advances.

In its 1991 fiscal year, the university received about \$14.2-million in competitive



Neil S. Bucklew, president of West Virginia U.: "I'm proud of the investments. I'm not embarrassed by it. You can't make a list that's too long for me."

House Votes to Kill Supercollider Project; Stunned Proponents Turn Hopes to Senate

By KIM A. McDONALD

WASHINGTON

The Superconducting Supercollider, the world's largest and most expensive scientific instrument, appears to be in serious trouble after the House of Representatives voted last week to kill the \$8.25-billion project.

The lawmakers agreed, 232 to 181, to end construction of the controversial subatomic-particle collider near Dallas this year and to spend \$34-million initially slated for the facility to shut down the project and provide support for other high-energy physics programs.

The vote, which came after more than eight hours of debate on the Energy Department's fiscal 1993 appropriations bill, stunned the supercollider's proponents, who had expected to secure at least \$484-million of the \$630-million requested by President Bush for the project.

In a prepared statement, Energy Secretary James D. Watkins said he was "deeply disappointed by the House action," adding: "It does not demonstrate good stewardship of our nation's scientific and technology research base that the public has entrusted to the government. While I am painfully aware of the environment of severe fiscal constraint, it would nonetheless be a major mistake to eliminate this project."

Mr. Watkins and other proponents warned that killing the project would eliminate more than 7,800 jobs and reduce support for thousands of university scientists involved in building the collider and its experiments. It would also rescind the federal government's commitment to the State of Texas, which had agreed to contribute \$1-billion to the project, and has so far provided \$227-million.

On to the Senate

Although many scientists support the collider, others fear the project—which has become a focal point in the debate over big versus little science—will squeeze support from other research efforts.

The bill now goes to the Senate, which has traditionally been more supportive of the supercollider than the House has been and is expected to craft its version in two weeks. Lobbyists for the supercollider said they believed the Senate would approve \$550-million, but an aide to Sen. Dale L. Bumpers said the Arkansas Democrat expected strong support for an amendment he will offer to kill the project.

Any differences between the two ver-

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West Virginia Leads Field in Winning U.S. Earmarks for Research

Continued From Preceding Page

federal awards for research and development projects. It also received nearly 40 per cent of that amount—about \$5.5-million—in Congressional earmarks for research and other projects, plus an additional \$6.3-million for a Defense Department project that even the university is unsure whether to count as an earmark. In fiscal 1986, it received \$9.5-million in competitive research awards, and an additional \$1.2-million in earmarks.

In fiscal 1986, it ranked below the top 150 universities, in terms of overall spending for federal research and development, according to the National Science Foundation. In fiscal 1990, after a few years of intensive earmarking, West Virginia ranked 118th.

Faculty Members Vie for Inclusion

Every year, ambitious faculty members vie with each other to persuade Mr. Bucklew to include their projects on the list he will present to West Virginia's Congressional delegation. From two to four new proposals make the list, he says, with perhaps three times as many left out.

Critics of earmarking often warn that the projects will be of poor quality. Supporters, on the other hand, stress that earmarks help the "have-nots" build their capacities so that eventually they can compete successfully in the traditional merit-review process.

Neither position seems to reflect West Virginia's experience. Federal officials who supervise some of West Virginia's projects do not rave about them. But they describe the work as competent.

That may be because many of the professors in charge of the projects are winners of grants from the National Science Foundation and other agencies in merit-reviewed competitions.

West Virginia's strategy, in fact, has been to identify strong individuals or small groups and then try to build larger centers of expertise around them, supported by earmarks.

Some professors say they seek earmarks because federal agencies and their peer reviewers have been unwilling to entrust them with major projects. The reviewers did not question their abilities, the researchers say, but whether the university itself could manage large grants competently, or provide the necessary support services for them.

Researchers also say they seek the appropriations because federal agencies are reluctant to support the kind of advanced research and development of civilian technologies—and their transfer to industry—that further the state's interests.

Hota V. S. GangaRao, for example, who directs a center on construction that has won about \$3.5-million in Congressional earmarks in the last three years, has developed new materials for bridges. He

then helped supervise the construction of bridges and periodically tested them.

Other researchers, such as Donald W. Lyons, who heads the department of mechanical and aerospace engineering, say they sometimes pursue support for their projects directly from Congress and through the normal competitive route—and win both ways.

Mr. Lyons directs what he calls a "world-class center" on alternative transportation fuels. But he doesn't intend to stop seeking earmarks. In the last three years, his center has received about \$2.5-million in competitive awards and \$3.95-million in earmarks.

On the other hand, the idea for one major new earmark—\$10-million for a new building for the National Aeronautics and Space Administration to test computer software developed for space missions—was not the university's at all, but Senator Byrd's.

For the moment, the university's only building will be in owning and managing the building. Other contractors are responsible for the initial research, but West Virginia hopes to win later contracts or subcontracts.

Sometimes Origins Are Murky

The origins of some projects, such as the Concurrent Engineering Research Center, are difficult to determine. Mr. Bucklew says the Defense Advanced Research Projects Agency invited West Virginia to join with an industrial contractor in submitting a bid to be part of a larger effort on concurrent engineering. That was about five years ago. Concurrent engineering uses new technologies to try, in the process of designing a new product, to anticipate and avoid all later problems in manufacturing or selling it.

Mr. Bucklew adds, however, that Senator Byrd asked DARPA to issue the invitation, although the president maintains that the university won on the strength of its proposal.

This year the Pentagon did not request any money for concurrent engineering, but Congress earmarked \$30-million for it. About \$5-million of that will go to West Virginia's center without any additional competition.

"They are performing well enough,"

says Lee Buchanan, director of the defense-sciences office at DARPA. "It's not prudent for me to go elsewhere."

At this point, he adds, he has no way to measure just how well they're doing and it would be too costly to move the center. But there have been problems, he says, because of the center's location.

His agency had hoped that new technologies would sell themselves, but that's not the way it has worked out. Persuading industry to try advanced new technologies, he says, "is a body-contact sport," requiring intense personal interactions. But Morgantown, he says, is remote and not in the center of a manufacturing area.

"We're finding that there is not a whole lot of foot traffic there." Father Acker's enthusiasm for the special attractions of a small liberal-arts college an hour from the Pittsburgh airport seems to be catching.

He has persuaded Congress to make Wheeling the home of both the National Technology Transfer Center and the Classroom of the Future, both NASA projects. The former is charged with the speed transfer of new knowledge from federal laboratories to the marketplace. The latter will be a showcase for new technologies developed by NASA that schools and colleges can use to improve mathematics and science education.

Father Acker's personal quest for congressional largesse has left some of the college's own faculty members a bit shaken.

They are excited by the new opportunities for their students. But they wonder how the sudden influx of so much federal money will change their campus. On Wheeling, for example, uphold its Jesuit ideals of service to community as it begins working much closer with profit-driven industries to promote technological

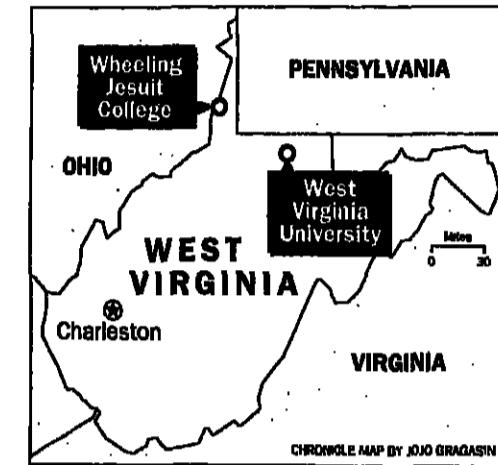
and what will happen to the college financially if the Congressional earmarks dry up and the new national centers—a two new buildings—are not able to support themselves?

The college's operating budget is about \$23-million. This year it has about \$30-million for the two federal projects—\$9-million from a NASA award that the space agency decided to give the technology-transfer center on its own, and an additional \$21-million that Congress directed not to provide for both projects.

"It's going to be a rather wrenching experience," predicts Joseph A. Laker, associate professor of history who chairs the faculty council. "I'm of course optimistic about the challenge," he adds. "But it will be there."

Still, many college officials echo Father Acker's confidence, even while conceding that the college had no pretensions to expertise in the most sophisticated technology. The college, in fact, has hired almost all outsiders to run the two new projects.

As to why Wheeling should be home to the technology-transfer center, Gerrill L.



academic values. One earmark, for example, has supported a new center to increase exports of Appalachian hardwoods. Another is assisting university efforts that promote the coal-liquefaction industry as the major future source of liquid fuels.

Environmentalists contend that heavy use of coal liquids would greatly intensify acid rain and contribute to smog and global warming.

Leonard Minsky, executive director of the National Coalition for Universities in the Public Interest, says: "We've got an institution of higher education pandering, selling an idea, totally ignoring the environmental impact of these processes. This is not the kind of thing you expect from an institution of higher learning."

But Ernest L. Boyer, the president of the Carnegie Foundation for the Advancement of Teaching, applauds the university's commitment to align itself closely to the state's economic needs. Mr. Boyer led a review of higher education in West Virginia in 1989. "It seemed clear the university was an essential part of rebuilding vitality in that region," he recalls, adding: "Here is a state where the needs are just desperately intense."

Dreams at Wheeling Jesuit

Wheeling Jesuit College, the youngest and the second-smallest Jesuit institution in the country, is not a center of advanced research on new technologies. Newspapers around the country reacted quickly and negatively to reports of dramatic increases in Congressional "earmarks" for colleges and universities. Plays an important role. When his company

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As a primarily undergraduate institution with about 1,400 students—it offers master's degrees only in applied theology and business administration—it won only three small research-related grants from the federal government in fiscal 1991—for a total of \$60,000. But that hasn't stunted the dreams of the Rev. Thomas S. Acker, Wheeling's president. "If you've ever met Father Acker, he believes that he answer to a higher authority than you or me," explains a NASA official. "He's just following God's directions. Wheeling, West Virginia, was meant to be the intellectual center of the country."

His agency had hoped that new technologies would sell themselves, but that's not the way it has worked out. Persuading industry to try advanced new technologies, he says, "is a body-contact sport," requiring intense personal interactions. But Morgantown, he says, is remote and not in the center of a manufacturing area.

"We're finding that there is not a whole lot of foot traffic there." Father Acker's enthusiasm for the special attractions of a small liberal-arts college an hour from the Pittsburgh airport seems to be catching.

After both projects were started by Congress, NASA requested money for the technology-transfer center in its official budget proposal. Congress approved that amount, but added considerably more. In the case of the Classroom of the Future, college officials say NASA was instrumental in expanding the project from the original earmark for a regional center for students to experience simulated space missions, to its current, much grander national plan.

The Interest of a Powerful Senator

A few observers suggest that the space agency has always emphasized public relations and may have calculated that the projects themselves and the enthusiasm they inspired in powerful Senator were ultimately in the space agency's best interests.

Father Acker's personal quest for congressional largesse has left some of the college's own faculty members a bit shaken.

They are excited by the new opportunities for their students. But they wonder how the sudden influx of so much federal money will change their campus. On Wheeling, for example, uphold its Jesuit ideals of service to community as it begins working much closer with profit-driven industries to promote technological

and what will happen to the college financially if the Congressional earmarks dry up and the new national centers—a two new buildings—are not able to support themselves?

The college's operating budget is about \$23-million. This year it has about \$30-million for the two federal projects—\$9-million from a NASA award that the space agency decided to give the technology-transfer center on its own, and an additional \$21-million that Congress directed not to provide for both projects.

"It's going to be a rather wrenching experience," predicts Joseph A. Laker, associate professor of history who chairs the faculty council. "I'm of course optimistic about the challenge," he adds. "But it will be there."

Still, many college officials echo Father Acker's confidence, even while conceding that the college had no pretensions to expertise in the most sophisticated technology. The college, in fact, has hired almost all outsiders to run the two new projects.

As to why Wheeling should be home to the technology-transfer center, Gerrill L.

Griffith, assistant to the president for NASA and development, says: "Why not?"

"We will keep it as a star of West Virginia, a star of this region," adds Mr. Griffith, a former press secretary to Representative Mollohan, who along with Senator Byrd has helped Wheeling to secure earmarks. "If it was dropped in at MIT, it would probably be on a back burner somewhere."

Wheeling's experience shows how federal agencies themselves sometimes cooperate with institutions to design project that then benefits from additional earmarks.

Father Acker says his own interest in technology transfer was sparked when he understood Senator Byrd was interested in the subject. "When I heard about it, I got to him and said I'd like a try at it," Father Acker says. This was something that he strongly believed Wheeling could do well—and that would contribute to its underlying mission of helping the poor in his region. Advanced technologies, he maintains, will help prepare students for good jobs and attract more of those jobs to the area.

NASA, he says, was interested because it decided that the center should be at a small college that would not be distracted by other projects.

John T. Preston, director of the technology-licensing office at the Massachusetts Institute of Technology, says he probably would not have entered a competition for the center because "my hands are totally full." The country needs to experiment, he says, and he salutes Wheeling for taking on the challenge.

Normund J. Paulhus, the college's academic dean, suggests that the technology-transfer center belongs on his campus because of Wheeling's special focus on ethics. At Wheeling, he hopes, a technology-transfer center will address not just the amount of profits new technologies can generate, but also their potential social and environmental impact.

The center's glossy, two-page statement of its role and mission, however, makes no mention of any attention to the ethical implications of particular technologies.

Other questions have been raised about the Classroom of the Future. One of its main goals will be "to present computer software and multimedia to enhance learning of math and science concepts."

Len Ault, a deputy director of NASA's division of technology transfer, says the center got off to an unacceptable slow start, in part because the program had to be built from the ground up.

Even with the slow start, Wheeling's own optimism seems to be infectious. The new director and some other new employees at the technology-transfer center are highly respected, giving even some Wheeling critics more confidence. Its experience appears to back up the claim that with enough money and technical support from federal agencies, even an unlikely college can bring in experienced, capable people who may redeem the project in the eyes of outsiders.

"You can bring any campus up to a level of proficiency with enough money," says Mr. Boyer of the Carnegie Foundation.

Richard L. DiCicco, president of Technology Catalysts, a Falls Church, Va., company that tries to help businesses find new technologies, says the new center will be there.

Given the nation's more pressing family, economic, and social problems, which are tied to poor educational performance, she adds, "I can think of better places to put the money."

Father Acker concedes that Wheeling is taking a risk in tackling the large new projects. But that doesn't scare him. "I wouldn't take them if I didn't think we could do them with class."

Expensive education

The federal government is going to be in the business of funding higher education, shouldn't it do something? We think so. Congress isn't quite sure.

Defenders of the earmarking system contend that these grants help smaller schools improve their programs and facilities so that they can do a better job of competing with America's major research institutions in the future. But that's not the way it's working out.

Lawrence Crum, director of the National Center for Physical Acoustics at the University of Mississippi—a major beneficiary of congressional largesse—contends that his employees' desire to channel dollars directly to "pork barrel" projects is a waste of time and energy.

"The money for fiscal 1992 was earmarked, a way of using appropriated funds to channel dollars directly to college programs bypassing the normal competitive review by which the merits of all other projects are judged."

By painstakingly examining the often obscure details embedded in higher education bills, Mr. Crum has found that the money for specific grants goes to "pork barrel" projects. "There are grants for things that have nothing to do with science," he says.

In a survey prepared for publication this week, The Chronicle of Higher Education reported that the amount set aside for specific grants in fiscal 1992 totalled \$46 million.

The spending increases on these programs occurred as the

ny contacts the center, it then makes all of the follow-up contacts required to identify the technologies or researchers his clients need.

"We like it, we need it, we've used it," he says. "It has streamlined things for me."

I'd Like a Try at It!

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Enthusiasm Seems to Be Catching

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After both projects were started

Supercollider in Jeopardy After House Votes to End It

Continued From Page A21
sions will be resolved by House-Senate conferees. Congressional aides are already predicting a major battle over which lawmakers will be selected for the House-Senate panel.

Some observers believe that even if the panel is filled with Texans, it won't be able to provide much support for the supercollider, and that last week's vote permanently damaged the project.

An aide to Rep. Sherwood L. Boehlert, a New York Republican who has been one of the most se-

vete critics of the collider, predicted that the 51-vote margin in the House would send a clear message to House-Senate conferees that any support for the project next year would have to be minimal.

That will make contributions more difficult to secure from foreign countries already uneasy about Congress's commitment, he said, and make international collaborations of scientists to build the supercollider's detectors "harder to pull together."

"This guarantees that a year from now, the Japanese won't give

a billion dollars to the project," he said.

He and others admitted they were surprised by the vote, which came one week after the House narrowly defeated a constitutional amendment to balance the budget.

Rep. Dennis E. Eckart, an Ohio Democrat who led the fight to kill the supercollider, said the deficit-cutting mood of Congress was clearly an important factor in persuading lawmakers who supported the project last year to vote against it this year.

But he added that his colleagues had also been strongly influenced by the project's poor management, overspending, and inability to attract foreign contributions. "The House did not vote to kill the supercollider," he said. "It died from wounds that were self-inflicted. This project has left a trail of broken promises."

They Wanted a Budget Scalp'

An aide to Rep. Joe Barton, a Texas Republican who led the fight to continue support for the collider, called that "absurd," adding that proponents had demonstrated that the project was not affected by financial or management problems.

"They wanted a budget scalp that they could take home and wave in front of voters," he said, "and this one fit the bill."

During the contentious debate,



Rep. Sherwood L. Boehlert: Proponents are making "exaggerated claims" about what the supercollider can do.

Mr. Boehlert—who joined Mr. Eckart; Rep. Howard Wolpe, a Michigan Democrat; and Rep. Jim Slattery, a Kansas Democrat, as co-sponsors in the amendment to kill the collider—expressed amazement at the tactics that had been

used in previous years to keep money flowing to the project.

He said the Department of Energy was conducting a deceptive "shell game" by claiming the equipment for the supercollider that the agency pays to have con-

Government & Politics

structed abroad using cheap labor is "a foreign contribution," and that proponents were making "exaggerated claims" about what the supercollider could do.

"Contrary to all the hype," Mr. Boehlert said, "the ssc will not cure cancer, will not provide a solution to male-pattern baldness, and will not guarantee a World Series victory for the Chicago Cubs."

The debate followed a flurry of letters to lawmakers last week from Mr. Boehlert and others who had hoped to win last-minute support for their positions.

In two "Dear Colleague" letters headed "Dear Doublespeak" and "Dear Doublespeak II," Mr. Boehlert and Mr. Wolpe attempted to illustrate the inconsistencies in the public and internal statements of Energy Department officials regarding cost overruns and delays in the project. In a third letter, mimicking the comedian David Letterman, Mr. Boehlert listed the "Top Ten Reasons to Join Me in Opposing the ssc."

'Half-Truths and Distortions'

Mr. Barton shot back with a six-page letter of his own, "Get All the Facts Before You Vote," rebutting his opponents' charges and listing the project's successes and benefits to society.

"You have recently been swamped with letter after letter from ssc opponents asking that you join them in opposing funding for the ssc," he wrote. "It would be one thing if they were presenting their case in a responsible, truthful manner. Instead, opponents rely on half-truths and distortions."

To bolster such arguments, the National Association for the Supercollider, an industry group, asked lawmakers in a letter signed by more than 570 physicists from 54 laboratories and universities in 24 states to continue the project's support.

Supercollider officials also held a Congressional briefing in Washington and a press conference in Dallas to release a study that suggests that the excess protons produced by the ssc could be used for cancer treatment. Opponents of the project charged that the idea to use the world's most expensive subatomic-particle accelerator for that purpose was ridiculous and was being promoted simply to gain support for the project.

All of those indicted said they would fight the charges, which they said were unfair. Lawyers for those who accepted the diversion program said they were doing so to avoid lengthy and expensive trials, not because they were guilty.

Political Motivation Denied

But a spokesman for the University of Texas Southwestern Medical Center at Dallas, which conducted the study and hopes to build a \$28-million center at the ssc to treat proton-beam therapy to use, denied that the production of the report and the timing of its public release—day before the House vote—were politically motivated.

"That was not a factor in our decision," said Roy Bode, the medical center's vice-president for public affairs.

However, Rep. Jim Chapman, a Texas Democrat, made sure the study was considered in last week's vote.

A grant of \$2,500, therefore, would be made up of \$2,450 for living expenses and \$50 for tuition.

Higher-education groups, however, had requested that a tuition factor be included at the \$2,400 level. They proposed a basic grant of \$2,000 and \$400 to pay for 35 percent of tuition.

The new definition would also have an impact because it was made tighter to keep many middle-income students from qualifying as independent even though they depend on their parents for most of their support.

Under the new definition, unmarried students must be at least

—THOMAS J. DELAHUNT

Compromise College-Aid Legislation Quickly Draws New Threat of a Veto

Continued From Page A21
would grow to \$10,000 a year from \$4,000.

Lawmakers also provided for a major expansion of the Parent Loans for Undergraduate Students program by lifting the cap of \$4,000 a year. They said parents should be allowed to borrow as much as they need for their children's college expenses.

Since all the loan programs are "entitlements" under Congress's budget rules, the higher borrowing limits are guaranteed if the bill becomes law. The Pell Grant program, however, is not an entitlement, so the \$3,700 maximum grant recommended in the bill is not expected to be financed anytime soon.

Struggle to Preserve \$2,400

Lawmakers, in fact, are struggling to hold the maximum grant at \$2,400 a year for the 1993-94 academic year in the face of tight budgets and increased demand for state scholarships as well.

Lawmakers specified that colleges could require students to pay for a second application that would be used for institutional aid. Noting aid officers' fears about the confusion that might result from two applications, the conference committee agreed that the forms could be distributed and collected together.

Lawmakers also agreed that students enrolled in colleges should not be required to complete new applications each year. The conference committee said students should re-apply by updating their data from the previous year.

'A Workable Outcome'

Congressional aides and officials from the application-processing companies were both pleased. "It looks like a workable outcome," said Lawrence E. Gladieux, executive director of the College Board's Washington office.

Lawmakers also grappled with the touchy political issue of providing Pell Grants to prisoners. After much debate, the conference committee opted to keep prisoners in the Pell Grant program, rejecting a ban that had been approved on the House floor in March by a vote of 351 to 39.

"Why entice students to schools that have been considered unworthy to participate in the student-loan program?" asked Rep. Marge Roukema, New Jersey Republican.

Democrats maintained that it would be unfair to penalize Pell Grant recipients for loan defaults by others. Rep. William J. Jefferson, Democrat of Louisiana, said

wrote the entire system during the reauthorization process by melding two separate formulas—one for Pell Grants and one for all other programs—into a single formula.

Congressional aides said last week that their tedious work had produced a system that would be easier for students and their parents to understand. "It really does make sense if you walk someone through it," said Thomas R. Wulanin, the chief aide to Rep. William D. Ford, chairman of the House Education and Labor Committee.

2 Changes Cited

Two changes in particular are believed to have led to the difference of opinion between Congress and the American Council on Education. The first is a reduction to \$3,000 a year from \$6,800 a year in the allowance for living expenses for single, independent students. The second is a change in the definition of "independent student."

Reducing the amount that the government believes single, independent students need for living expenses is important, because it would cause more of the students' income to be labeled as available for college expenses. Consequently, students would qualify for less aid.

Lawmakers on the conference committee were made aware of the dispute and said that any displacement of students was unintended. They said they would amend the legislation in the future if the council were proved correct.

Patricia A. Smith, director of legislative analysis for the council, said it was pleased with that assurance and was continuing to study the effects of dozens of changes in the needs-analysis system.

The committee accepted provisions from the Senate bill that would bar grants to inmates who have no chance for parole, and that would allow grants for other prisoners to be no larger than the cost of their education.

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Government & Politics

structured abroad using cheap labor is "a foreign contribution," and that proponents were making "exaggerated claims" about what the supercollider could do.

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—THOMAS J. DELAHUNT

Lobbying Group Also Charged

5 Community-College Leaders Indicted in Ohio Contributions Scandal

By JOYE MERCER

Four former and present community-college presidents and a former college-association head were indicted in Ohio last week for allegedly using public money for political and personal gain.

The indictments handed down by a Franklin County grand jury included charges of theft, theft in office, and tampering with records.

The Ohio Technical and Community College Association was charged by Prosecuting Attorney Michael Miller with engaging in a pattern of corrupt activity, theft, tampering with records, and concealing the source of political contributions. Harold L. Roach, the association's former executive director, was indicted on the same charges, as well as perjury.

Fourteen other community-college and technical-college presidents were charged under "bills of information," waiving their right to a court trial and accepting the prosecutor's findings in their cases. The charges against those presidents included theft, tampering with records, and concealing the source of political contributions.

The indictments followed a two-year-long investigation by the Ohio State Highway Patrol, the state auditor's office, and state prosecutors.

Auditors said Mr. Roach often sent personal checks to state lawmakers or political organizations for fund-raising events and attached a letter identifying the

charge as an "absolute sham."

Thomas L. Rosenberg, who represents several of the presidents, said the individual college boards "are almost uniformly behind" each president charged. No president was asked to resign, but some retired.

Junct L. Lewis, executive director of Common Cause in Ohio, was pleased with the indictments, but she said the investigation didn't go far enough in assessing blame.

"We had elected officials who signed thank-you notes to those college presidents, but the officials claim they were unaware these presidents gave them contributions," she said.

14 in Diversion Program

The 14 presidents or former presidents entering the diversion program are: James Catanzaro, former president of Lakeland Community College; Edward L. Florak, president of Jefferson Technical College; Byron E. Kee, president of North Central Technical College; Richard Library, president of Muskingum Area Technical College; Carson K. Miller, president of Washington Technical College; James O. Miller, president of Northwest Technical College; Lewis C. Miller, former president, Southern State Community College; Harold M. Nestor, president of Columbus State Community College; Omar Olson, former president of Lorain Community College; Albert A. Salerno, president of Clark State Community College; Richard M. Simon, president of Terra Technical College; Frank Taylor, former president of Shawnee State Community College; and Frederick Schlimm, former president of Cincinnati Technical College.

The prosecutor feels the payments were for tickets to fund raisers, and I can document that they were not," he said.

Mr. Light and Mr. Ohm were charged with engaging in a pattern of corrupt activity and concealing the source of political contributions, a charge that Mr. Lantz faces.

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In the estimation of Charles J. Lantz, attorney for Mr. Roach, the case is "much ado about nothing."

Mr. Lantz said: "As executive director of the association, my client was essentially a functionary of the organization. Dr. Roach did nothing that was illegal, and nothing that was unethical."

The association's efforts were aimed at "obtaining the assistance of legislative leaders for the furtherance of their institutions—to expand facilities, obtain funding for projects," he said. No president benefited personally, Mr. Lantz added.

'It's a Gray Area'

"I use this analogy: You have Ohio State providing tickets to football and basketball games to legislators. Is that an effort to unduly influence them?"

As for whether state law prohibits presidents from making political donations on behalf of public colleges, Mr. Lantz said, "It's a gray area."

Luther L. Liggett, a lawyer for the college association, said that the charges were an "absolute sham."

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Business & Philanthropy

PHILANTHROPY NOTES

- U. of Alabama is given \$10-million for its business school
- Two colleges receive gifts to build performing-arts centers
- Former trustee gives Institute for Advanced Study \$10-million

The owner of the Tampa Bay Buccaneers football team has promised \$10-million to the University of Alabama for its business school. It is the largest gift ever to the university.

Hugh F. Culverhouse, a businessman and lawyer in Tampa, Fla., plans to spread part of the gift to his alma mater over several years, with the remainder to be paid by bequest. Mr. Culverhouse received business and law degrees from Alabama in the 1940's.

Campus officials say the money will create an endowment for the College of Commerce and Business Administration. It will support student scholarships, faculty development, and various programs.

The gift kicked off the university's announcement of a five-year, \$165-million capital campaign and brought to \$62-million the total received in gifts and pledges.

—JULIE L. NICKLIN

Both Albertson College and Union College in New York have received gifts to build performing-arts centers.

At Albertson, a \$6-million gift came from Gladys Langlois, an arts patron from nearby Boise who had previously given the college and the Boise Philharmonic \$2-million for music education and performances on the campus.

College officials said the new gift would be used to build a center to house a 175-seat recital hall, gallery space, and the music, drama,

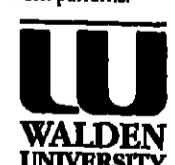
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Loyola U. of Chicago Will Close Its Dental School in June 1993

By GOLDIE BLUMENSTYK

Loyola University of Chicago has announced it will close its dental school in June 1993.

Loyola officials said the closing was necessary because enrollment had fallen, and it was no longer prudent for the university to subsidize the school's annual deficits, which have recently run as high as \$3-million.

They also said advances in dentistry had lessened the need for dental schools. "Unlike the past, fewer dentists are required to care for the population," said the Rev. Raymond Baumhart, Loyola's president.

The American Association of Dental Schools disputed Loyola's assessment of the need for dental education and urged the university's trustees to reconsider the closing.

"To make that decision is their prerogative," but the association "is taking strong objection" to their justification, said Allan J. Formicola, president of the association and dean of the school of dentistry at Columbia University. "From a national perspective, there is a need for this school."

In a prepared statement, the association acknowledged that oral health in the United States

had improved, but also said the need for dentists would remain high as the population ages.

Counting Loyola's, there are five dental schools nationwide. Five private dental schools have closed in the past six years.

Enrollment Fell by Half

Loyola officials said the decline in enrollment was a key factor in the closing. Loyola's school, like the other private schools, depended heavily on tuition income. The school has 260 D.O.S. students, about half as many as it had 10 years ago.

The university would require \$30-million in additional subsidies to keep the dentistry school open through 1996, said James A. Reilly, Loyola's assistant vice-president of public relations. Although Loyola is financially sound, trustees considered the closing "a business and an academic decision," Mr. Reilly said. "We're not needed, and we're losing money at it."

The 60 full-time faculty members and some part-time faculty will remain on the payroll through June 1993. Other employees will be offered transfers to other divisions in the university.

The 27 youngsters whose parents brought them to South Plains College to accept scholarship certificates last month didn't understand what all the fuss was about.

After all, college was a long way off for these tiny recruits, who ranged in age from a few days to a few weeks. The babies, who were dubbed the "Class of 2010," were just hours old when their startled parents were told that their sons and daughters would receive \$1,000 scholarships if the children graduated from high school and enrolled at the Texas college.

The awards were given to every baby born in the local hospital in April, which was "Community College Month." Said Stephen S. John, director of college relations at South Plains: "Higher education should be a birthright, just as public education is."

Michigan State University's Department of Public Safety is offering victims of sexual assault a 10-point "guarantee."

Like other institutions, Michigan State has had a hard time getting sexual-assault victims to come forward," said Bruce Benson, director of MSU's Department of Public Safety. "We hope this guarantee will let victims know that we take sexual assaults seriously."

Among other things, he said that public-safety officers would meet with a victim privately at a place the victim chose and that officers would keep the victim informed of the progress of the investigation. Mr. Benson has promised to meet with any victim who does not think his officers fulfilled the guarantee.

In "Race Relations on Campus: Stanford Students Speak," John H. Bunzel says white students at Stanford University have difficulty adjusting "to the new diversity of today's student body."

Mr. Bunzel, a senior research fellow at the Hoover Institution, notes that some black students have made that adjustment difficult for white students because they isolate themselves from the predominantly white student body.

He interviewed 54 Stanford undergraduates for his book, which was published by the Stanford Alumni Association. Mr. Bunzel highlights the comments of three representative students:

"The frustrated white" who said he "did not expect racism to be an issue at Stanford, but when I got here the whole topic just sort of confronted me."

"The black activist" who said that white students "were incredibly insensitive," but that the only choice for a black student was to "close your mouth and move on."

"And the black moderate" who socialized with white students but maintained "a solid core" of black friends so that she could "reach out to those who have felt the same pain."

Students

Private Colleges Unveil Tuition Discounts and Loans to Woo Middle-Income Students

Programs are latest salvo in the admissions wars

By MICHELE N-K COLLISON

Private colleges are offering tuition discounts and loan programs to lure middle-income students who increasingly have been attracted to less costly public institutions.

The programs give students tuition discounts of up to \$7,000 if they meet certain criteria—often family-income level or a minimum grade-point average. Some institutions offer loans that students need not repay if they meet certain conditions, such as graduating with a grade-point average of at least 3.8.

The tuition-discount programs are the latest salvo in the admissions battle. Many of the private liberal-arts colleges offering the programs have more spaces in their freshman classes than they have been able to fill. The number of high-school graduates has been declining since 1978, and colleges have had to scramble for their share.

Turning to Their Waiting Lists

Once again, many private institutions have accepted more students for admission than they have in the past and have taken students off their waiting lists to fill classes.

While some private institutions are struggling to maintain enrollment, many public colleges and universities have seen increases. In such states as California and New York, which have imposed sharp tuition increases to compensate for budget cuts, enrollment at some public four-year campuses decreased while enrollment at community colleges has increased.

As a result, private institutions are fighting over a dwindling pool of potential students. "The competition among private colleges is fierce," says Michael S. McPherson, a professor of economics at Williams College. "Colleges are more desperate to cut a deal. The top institutions are going a little deeper into their application pools, and that makes it that much harder for the next tier to get their class. You tend to see these tuition-discount programs promoted most energetically at colleges which are not at the top of the pecking order."

In addition to offering tuition discounts, some private colleges and universities have frozen their tuition rates or have given parents an opportunity to pay a fixed rate.

"We hope the lower price encourages bright students back into private colleges and universities," says John A. Synodinos, president of Lebanon Valley College.

A number of institutions have instituted programs:

■ Hartwick College offers "conversion" loans to students. If a student borrows \$3,000 and earns a B-average by the end of the freshman year, the college will convert \$1,500 of the loan to a grant. If the student continues to earn a B-average, the entire loan will be replaced by a grant for the junior and senior years. Tuition for 1992-1993 is \$14,350.

■ Antioch College lends middle-income

students up to \$7,000 a year for a maximum of \$28,000. If the student graduates, the loan is forgiven. Tuition at Antioch is \$14,038.

■ Saint Norbert College offers a guaranteed-tuition plan that allows parents to lock in tuition for four years. Parents pay a one-time fee of \$2,000 that exempts them from annual increases in tuition, which has increased by 27 per cent over the last four years—from \$8,455 to \$10,730.

■ Dominican College in New York offers a fixed tuition rate of \$7,140 for the entire four years.

"We hope this fixed tuition rate will encourage new students to enroll," says Sister Kathleen Sullivan, president of Dominican. She acknowledges that the institution is taking a risk. But if Dominican had raised tuition, she says, the college probably would have enrolled fewer students in the fall. "If we have new enrollees and retain our continuing students, it won't have a negative impact on our finances," the president says.

The tuition discounts are part of an aggressive campaign by private colleges to persuade parents that although tuition at public colleges is cheaper, private colleges may be a better value, offering such things as smaller classes and better advising. Many private colleges have successfully used merit scholarships in the last three years to woo middle-income students who did not qualify for need-based aid. The tuition discounts are aimed at middle-income students who can't get financial assistance

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John A. Synodinos, president of Lebanon Valley College: "We hope the lower price encourages bright students back into private colleges and universities."

Students in the top 20 per cent will receive a 33-per-cent discount and those in the top 30 per cent will get a 25-per-cent discount.

The plan may be working. In 1991, 181 students were enrolled in the freshman class, and 91 of them were in the top 30 per cent of their high-school classes. This fall,

"Colleges are more desperate to cut a deal. Top institutions are going a little deeper into their application pools, and that makes it that much harder for the next tier to get their class."

295 students will be in the freshman class; 170 graduated in the top 30 per cent of their high-school classes. "Many of these students would not have come to a private college because they would not have had the choice," Mr. Synodinos says.

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Private Colleges Entice Students With Loans and Tuition Discounts

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and who just miss the mark for merit scholarships.

"Budgets are tight, students are scarce, and we're looking for talented students," says Roberto Noya, director of college admissions at Drew University. At Drew, students can get a tuition discount of \$4,000 under the university's Middle Income Achievement Award program if they are in the top half of Drew's freshman class. That still leaves the student responsible for \$12,000.

Classes Are Not Full

Private-college officials say they can offer the discounts without taxing their resources because their freshman classes are not full. The students who get tuition discounts will use dormitory and classroom

space that would have been empty had they not enrolled.

"Colleges are asking themselves, Is it better to have a student with a discount rather than no tuition at all?" says Mr. McPherson of Williams College. "If they don't have to build any more dormitories or classrooms, then the answer is Yes. But the strategy is not bringing any more students into the system."

Morton O. Schapiro, a professor of economics at the University of Southern California, says colleges must be careful when they calculate the benefits of these programs. "It's not enough to say we have this fancy new \$100,000 program for middle-income students and 100 students came because of it," he says. "You have to ask yourself how many of these students would

have come anyway. If you spent \$100,000 and you only got one student who wouldn't have come unless you gave the discount, than it was a terrible use of resources."

Other critics worry that the middle-income programs will take money from efforts to help low-income students.

Study Shows Decline

College officials, however, say that the high cost of private colleges and universities may be driving away middle-income students.

A 1990 study conducted by Mr. Schapiro found that only 18 per cent of the freshmen at selective institutions were middle-income students, compared with 22 per cent of the freshmen in 1978.

"Private colleges have to come up with creative financing, or a lot of students will be left out in the cold," says Curtis Redden, vice-president of institutional advancement at the University of the Pacific. "We're pricing ourselves out of the market."

The university will offer loans up to \$20,000 for middle-income students. Robert C. Powell, a real-estate developer and member of USF's Board of Trustees, gave Pacific \$200,000 for the Powell Middle Income Fund. The program is based on academic achievement. If a student graduates with a 3.8 grade-point average, the university forgives the whole loan. If a student graduates with a 3.5 GPA, the university will forgive 50 per cent of the loan, and 25 per cent if he or she graduates with a 3.0 GPA.

The number of freshmen who will enroll at the university this fall is up 21 per cent over the 480 students who enrolled last year. Pacific's financial aid office has 400 applicants from middle-income families who would qualify for the 10 awards being given this year.

In addition to offering tuition discounts, some colleges are offering parents guarantees that their children will graduate within four years. State legislatures, most notably California's, have slashed the budgets of public colleges, which has led to course cancellations and overcrowded classrooms.

'Stressing Service'
Many private universities tell parents that although public institutions are cheaper, often their sons and daughters will not be able to graduate in four years because they will not be able to take the classes they need. "Private colleges are stressing service," says USC's Mr. Schapiro. "Students have access to professors, and students can graduate in four years."

Saint Norbert College is offering students just such a guarantee. If a person does not graduate because the college did not offer the required classes or because a professor did not advise a student properly, the college will pay the additional tuition.

"We're stressing to parents that although we may have a higher tuition, it takes a longer time to graduate at the state universities and the opportunity costs are higher," says Stuart G. Lang, the college's executive director for institutional advancement. "During that fifth year, their sons or daughters are forgoing income they might be earning at a job."

Pro-Choice Group Offers Scholarships

An abortion-rights group in Minnesota has started a scholarship fund for medical students who will perform abortions as part of their medical practice.

This month the group, Pro-Choice Resources, gave its first \$2,000 tuition award to a third-year medical student at the University of Minnesota. The group plans to give up to \$5,000 each to two medical students each year.

Lee Roper-Baker, executive director of Pro-Choice Resources, said the fund was intended to counter the "terrorism and harassment" of physicians who provide abortions.

Ms. Roper-Baker also said the number of hospital-training programs that routinely teach

future physicians how to perform abortions had dwindled. "We want to support medical students who intend to insure and safeguard women's health care," she said.

In response to the new scholarship, a statewide anti-abortion group announced it had started a fund that will be used to inform the public about doctors who perform abortions and about medical students who received the tuition awards.

A spokesman for the group, Pro-Life Action Ministries, said members of the group planned to picket the home and campus of any medical student who received a scholarship from Pro-Choice Resources.

—DEBRA E. BLUM

What They're Reading on College Campuses

| | Previous Survey |
|---|-----------------|
| 1. Life's Little Instruction Book, by H. Jackson Brown, Jr. | 1 |
| 2. The Firm, by John Grisham | 6 |
| 3. Oh, the Places You'll Go! by Dr. Seuss | 10 |
| 4. America: What Went Wrong? by Donald L. Bartlett and James B. Steele | — |
| 5. Live and Learn and Pass It On, by H. Jackson Brown, Jr. | — |
| 6. Attack of the Deranged Mutant Killer Monster Snow Goons, by Bill Watterson | 2 |
| 7. You Just Don't Understand, by Deborah Tannen | 5 |
| 8. Fried Green Tomatoes at the Whistle Stop Cafe, by Fannie Flagg | 3 |
| 9. The Seven Habits of Highly Effective People, by Stephen R. Covey | 7 |
| 10. Jewels, by Danielle Steele | — |

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Colgate U., Cornell U., Duke U., Emory U., Florida U., George Washington U., Harvard U., Indiana U., Kansas State U., Louisiana State U., Michigan U., Michigan State U., Minnesota U., New Orleans U., Ohio State U., Penn State U., Princeton U., Rice U., Rutgers U., Stanford U., Texas A&M U., Tulane U., U. of California at Berkeley, U. of Colorado at Boulder, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maine, U. of Maryland, U. of Michigan, U. of Minnesota, U. of New Mexico, U. of Pennsylvania, U. of Puerto Rico, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in May.

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You'll want to save this extraordinarily useful compendium of forthcoming meetings, conferences, seminars, and other noteworthy events in higher education. This fall's edition will be more useful than ever. In addition to the comprehensive listings, you'll find articles on how successful meeting planners work (and sometimes stumble); on academic travel in Eastern Europe; and on "how conventions help us celebrate the comingings and goings in our lives that give special delight, special pain." Don't miss this pull-out special—in The Chronicle's August 5 issue.

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Students

Athletics

Buffeted by Critics, NCAA Begins Drive to Tell Public Its Side of the Story

Association sponsors first of a series of periodic "issues seminars" for news media

By DOUGLAS LEDERMAN

WASHINGTON

Frustrated by the public-relations pounding it has taken from lawmakers and other critics, the National Collegiate Athletic Association has begun a campaign to get its side of the story to the public by better informing the news media.

It began here last week with the first of a series of "issues seminars" for reporters. Similar events will be held around the country about every six months.

Richard D. Schultz, the NCAA's executive director, said the association was motivated in part by the findings of a new survey by Louis Harris and Associates. The survey, Mr. Schultz said, found that the general public "learns and receives most of its information about the NCAA from the media."

The press, in turn, "did not feel it was familiar with the inner workings of the NCAA," he said. "As a result, it's in our best interests for you to be as knowledgeable about the NCAA as possible."

Regulatory Mood in Congress

That the first seminar took place in the nation's capital is no accident: Some of the NCAA's roughest moments in the last few years have taken place in the halls of Congress, where bills to regulate college sports have been emerging with increasing frequency. In addition, Mr. Schultz has taken a bunting in the newspapers in nearby southern Virginia over his involvement in

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PHYLIS HOWLETT of NCAA's special gender-equity committee: "This shows we do have a problem with football out of the mix, and that we have a lot of work to do."

ATHLETICS NOTES

■ To settle lawsuit, Cal. campus will reinstate women's volleyball

■ Couple who coached gymnastics fired after showing sex tape

■ Students sue to block fee to bail out debt-laden sports program

To settle a lawsuit filed against it this year, California State University at Fullerton has agreed to reinstate women's volleyball, start a women's soccer team, and by 1997 provide at least 40 per cent of its slots on sports teams to women.

The NCAA suspects that spring is the season when athletes are most likely to bulk up on steroids. Accordingly, it subjects Division I football players to year-round testing for steroids and for diuretics, which dilute urine samples.

Since the introduction of year-round testing in 1990, most of the athletes who tested positive were detected in those year-round tests.

Frank D. Uryasz, the NCAA's director of sports sciences, says athletes don't expect multiple off-season tests and are often caught off guard. Next year, athletes in men's and women's track and field will also be subject to year-round testing. Mr. Uryasz says he is reluctant to draw any conclusions from the drug-testing data. He says he has more faith in the 1983 National Study of Habits of College Student-Athletes, in which students anonymously reported their own drug use. In that study, 9 per cent of the football players said they used anabolic steroids.

In the first replication, in 1989, the number increased to 10 per cent. The survey will be repeated next year.

The volleyball players claimed the decision violated the California Education Code, the state constitution, and Title IX of the Education Amendments of 1972, the federal law barring sex discrimination in institutions that receive federal aid.

The team won a temporary court order to stop the university from eliminating it. Then, several weeks before a

scheduled hearing this month, the university and the team settled the case.

Along with reinstating volleyball, Fullerton agreed to start women's soccer next year.

It also promised that by 2002, the rate of female participation in the athletics programs would equal the proportion of women in the institution's student body, allowing for a 5-per-cent variance in any given year.

This past year, 29 per cent of Fullerton's intercollegiate athletes were women, while approximately 55 per cent of the student body is female.

—DEBRA E. BLUM

members a videotape of the couple having sex.

The St. Paul Pioneer Press reported that Gabor Deli had given the team a videotape of a meet, forgetting that the end of the tape showed footage of him and his wife, Katalin.

Ms. Deli said in an interview this month that Mr. Deli had made the tape without her knowledge. She said she first saw the tape when the director of women's athletics, Chris Voelz, played it for her. Citing a Minnesota privacy law, the athletic department declined to make public the reasons behind the termination of Ms. Deli's contract and her husband's resignation.

The Pioneer Press listed 10 alleged violations—five of the National Collegiate Athletic Association's rules, five of university rules—that led to Ms. Deli's dismissal. Among the charges: that the Delis had housed an athlete for two years.

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With Soviet Demise, Hoover Institution Takes On New Role

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munist bloc from an adversarial one to an advisory one.

Hoover fellows have been among the many American scholars advising new governments in the region, particularly that of Russian President Boris N. Yeltsin.

"We've been offering ourselves as an advisory resource to these emerging democracies in return for knowing what's going on a little more closely than we would have from newspaper reports," Mr. Raisian says.

Over the past three years, Hoover Institution scholars have advised government officials from Bulgaria, Czechoslovakia, Hungary, the Mongolian republic, Poland, Romania, and Russia on such policy issues as price liberalization, privatization, fiscal policy, and constitutional reform. Heads of state of many of those nations—as well as government, industry, and union officials—recently have visited the institution, often at the invitation of George P. Shultz, the former U.S. Secretary of State who now is a distinguished fellow at Hoover. Last month Mikhail S. Gorbachev was here.

Some critics of the Hoover Institution are cynical about the apparent sea change in its mission. In an article in *The Nation*, Jon Weiner, a professor of history at the University of California at Irvine, characterized the corps of Hoover fellows deployed to advise the Russian government as "right-wing ideologues, Republican consultants, former Reagan operatives, and old-time hustlers [who] have hyped their influence on Yeltsin in an effort to regain their lost place in the sun of American politics."

While Hoover fellows flocked to Washington in the Reagan years, reinforcing the image of the institution as a conservative, Republican stronghold, Mr. Raisian says,

"There's a lot more breadth of opinion here than people really know." Fellows here often mention that the institution has a sizable minority of Democrats.

An Improbable Prospect

Still, the prospect of Hoover scholars' telling government officials from Eastern Europe how to embrace free-market economics would have been improbable a few years ago. Now the old Eastern bloc is even entrusting young diplomats to the care of Hoover mentors. Twelve diplomats are spending a semester here under a program that grew out of a discussion among Jerzy Makarowicz, Poland's deputy foreign minister, Mr. Raisian, and Mr. Shultz.

One of those taking part in the program is Branimir Mladenov, the Third Secretary in the Bulgarian Ministry of Foreign Affairs. "This is a unique chance to be in contact with such famous scholars and academics and politicians whom we know only by their works," he says. "I couldn't imagine it even two months ago."

Among the resident scholars with whom the diplomats have met

are the economist Milton Friedman, a senior research fellow.

The diplomats live in graduate-student housing, take classes, and visit local organizations and companies. They also make field trips, including one last week to Washington, where they met with key politicians and diplomats and visited government agencies and international organizations. At the State Department, the Hoover group crossed paths with President Yeltsin's delegation, in town for the summit with President Bush.

"We're not trying to brainwash these guys," says Richard Sousa, an associate director of Hoover. "We like to think America sells itself."

Most observers would grant that the Hoover Institution has succeeded in making its mark, and not just because history has cooperated with its agenda.

The institution was founded in

"We've been offering ourselves as an advisory resource to these emerging democracies in return for knowing what's going on."

Discontent in the Capital

1919 by Herbert Hoover, a long-time Stanford trustee, a decade before he was elected President. He intended it to be an archive of historical materials about World War I and humanitarian relief.

Archives Are Famous

The institution's archives have been its greatest claim to fame. For years, scholars and authors who came here—including luminaries like Alexander Solzhenitsyn—have been able to study original documents from the history of this century. The documents include Leon Trotsky's papers, official records of the White Russian side of the Russian Revolution, and unique and rare ephemera.

With changes in the world, says Charles G. Palm, Hoover's deputy director, "collecting activity has been greatly intensified." The institution is now gearing up in anticipation of a sharp increase in visits by foreign scholars.

U. of Mexico Says It Will Proceed With Controversial Tuition Hike

By RHONA STATLAND DE LOPEZ
MEXICO CITY

The National Autonomous University of Mexico announced last week that it would raise annual tuition to about \$670 from the current 6 cents, a level at which it has been frozen for 44 years.

The university's rector, José Sarukhan Kerméz, said the new tuition rate—which amounts to an increase of more than one million percent—will take effect in the fall.

In exchange for receiving the Communist Party records, the Hoover Institution will provide Roskomarkhiv with microfilm copies of that material as well as copies of its own vast holdings in Russian and Soviet history.

The agreement, says Mr. Palm, "will bring to scholars everywhere this incredibly important body of new knowledge."

"What it will reveal," he adds, "is anybody's guess."

Program to Soften the Blow

Many members of the university community said they were surprised by the size of the proposed increase. At \$670, the new tuition is about twice what most observers

here thought the university would settle for.

In an effort to soften the blow, the university has put together a comprehensive scholarship and financial-aid program. A family earning less than \$300 a month, for example, would not be required to pay any tuition at all for its children to attend UNAM. University officials estimate that 90 per cent of UNAM's student body will benefit in some way from the aid plan.

Mr. Sarukhan stressed that the tuition increase in no way altered UNAM's commitment to education for all.

In response to critics who have said that a tuition increase would be a step toward privatizing the university, the rector pointed out that UNAM still received a government subsidy equal to about 90 per cent of its operating budget.

International

Protesting Students Seize Buildings in Belgrade

By DUSKO DODER
BELGRADE

University students in Belgrade staged a dramatic protest last week against the government of Serbian President Slobodan Milosevic.

Unlike their Tiananmen Square-style street demonstrations in March, the students' tactic this time was to seize the downtown-Belgrade buildings of 12 university faculties. Among other things, they called for the resignation of Mr. Milosevic and for new elections.

Until now, students in Belgrade and the rest of Serbia have been less determined than their counterparts in other East European countries in trying to bring down a Communist regime. Protests here have fizzled out, and student leaders have been punished by being sent to the front line in the Serbian Army's wars in Croatia and Bosnia-Herzegovina.

The students also have lacked widespread support among the general population in Serbia, which has been considered politically docile. That may change as United Nations sanctions against Serbia begin to take hold and discontent spreads.

Signs of Belgrade student protesters say: "Go Away," "Do You Have Food for Children?" and "President: Why Don't We Have Friends?"



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International

Changes at Unesco Hearten Those Who Hope U.S. Will Rejoin Agency

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gal, whose management of the organization had been the source of much of the discontent, Mr. Mayor promised to make substantial reforms. But a 1990 report by the State Department concluded that in his first few years Mr. Mayor had been ineffective as a manager and that his organization had not succeeded "in translating his assurances into concrete measures of reform."

"Regrettably, Unesco at this stage does not possess the characteristics of a well-managed and focused organization," said the report, which recommended against the United States' rejoining the organization.

Some of those problems, however, now appear to have been resolved. British officials, who terminated their country's Unesco membership in 1985, say they are encouraged by recent reports that the organization has fired many of its unproductive managers and eliminated some of its controversial programs.

Reasonably Pleased

"We're looking to rejoin as soon as it is appropriate," said an official at the Foreign and Commonwealth Office in London. "We're reasonably pleased by the reforms that have gone on."

In addition, many State Department analysts say the reforms at Unesco have been insufficient for the U.S. to consider rejoining.

The specific reasons are likely to be outlined in a report that the State Department plans to issue next month. Some U.S. scientists,

however, think failing to rejoin would be a mistake.

Frank Press, president of the National Academy of Sciences, said that although U.S. scientists now participate in Unesco programs, membership in the organization would allow the United States to influence its agenda.

"If Unesco didn't exist, we would have invented it today," he said, adding that many of the pressing scientific and environmental problems facing the United States, such as climate change, are global in nature and require interaction with developing countries.

Mr. Press said he supported the U.S. decision to withdraw from Unesco in 1984 because of the politicization of the organization's programs. But he said that with Mr. Mayor's success in depoliticizing the organization and reducing much of its bureaucracy, the time had come for the United States to consider rejoining.

British officials emphasize that they are "not in any great rush" to rejoin. Before their country enters into any agreement with Unesco, they say, they want to see some additional tightening of the organization's finances and bureaucracy.

Question of 'Back Taxes'

"We want to see value for our money," said an official of Britain's Foreign Office. He added that it was not clear whether Britain would be asked to pay "back taxes" for the seven years it has been out of the organization, in addition to the country's \$15-million a year membership fee.

So too is Rep. Esteban E. Torres, a California Democrat and the U.S. Ambassador to Unesco from 1977 to 1979, who opposed U.S. withdrawal from the organization. He is expected to argue at this

week's hearing that the end of the cold war and the growth of ethnic and cultural conflicts in the world make it imperative that the United States again participate fully in Unesco's programs.

"We need to be informed, we

"The bottom line is, Where is the money going to come from? That's something that no one has addressed at all."

need to be participants in these debates," said an aide to Mr. Torres.

While such arguments may put pressure on the Bush Administration to rejoin Unesco, many Administration officials believe the prospects of that happening soon are slim, at best.

A State Department official said Unesco's membership fee for the United States of \$55-million per year is one major impediment.

"In these particularly stringent budget times," the official said, "we would have problems coming up with that money."

In addition, many State Department analysts say the reforms at Unesco have been insufficient for the U.S. to consider rejoining.

The specific reasons are likely to be outlined in a report that the State Department plans to issue next month. Some U.S. scientists,

June 24, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A33

Distressed by Earth Summit, Scientists in Brazil Hold Their Own Meeting

By DANIELA HART
RIO DE JANEIRO

Distressed that science was given little room on the agenda at this month's United Nations environmental conference here, researchers in Brazil organized their own summit on the subject.

The Rio Science '92 Forum provided a platform for a critical assessment by both Brazilian and foreign scientists of what was being discussed at the U.N. Conference on Environment and Development—as well as subjects they felt had been left out of it, including nuclear arms and energy, population, and poverty.

"Politicians Are Not Aware"
Some of the scientists said they thought similar meetings could serve to increase the possibility of scientists' gaining some influence over politicians and policy makers in environment-related areas, at least over the long term.

"Science does not attract votes, so politicians tend to ignore it," said Wolfgang Christian Pfeiffer, a professor of biophysics at the Federal University of Rio de Janeiro. "Mostly, politicians are not aware of the country's technical and scientific capacity."

"The current world order does not favor the propagation of knowledge," he said. "First-world countries prefer giving underdeveloped countries fish rather than fishing rods."

A chronic lack of funds, he said, makes it hard for some countries to put to use even scientific knowledge that is developed locally.

The Rio Science '92 Forum was organized by the Brazilian Society for the Advancement of Science, the Brazilian Academy of Science, and the Federal University of Rio de Janeiro, where it was held.

Hopes for More Attention

The meeting also was intended to show society in general and politicians in particular that Brazil is not taking advantage of the scientific knowledge the country possesses on environmental issues.

"The bottom line is, Where is the money going to come from?" said one Congressional aide.

"That's something that no one has addressed at all."

"There's a lot of talk about rejoining Unesco, and there is a serious consideration of issues that would have to be resolved," he said. "But there are a lot of hurdles to overcome."

While he agreed that politicians who took part in the debates at the Rio Science '92 Forum were "interested in science and politics," Mr. Feldman said a new channel of communication must be opened between the scientific community and parliament.

The problems that politicians and scientists have had in communicating with each other were not the sole fault or responsibility of the lawmakers, he said. Universities and research institutes tend to be "closed in on themselves," he contended, with little communication with the larger society.

"Scientists," Mr. Feldman declared to a large gathering of them, "are a complicated group to deal with."

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Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS

IN A UNANIMOUS DECISION, the Yale Corporation named an acting president for Yale University last week. Howard R. Lamar, a renowned historian of the American West, will take office July 1. Now the Sterling Professor of History at Yale, Mr. Lamar has been on the faculty since 1949 and served as dean of Yale College from 1979 to 1985.

In announcing the selection, Vernon R. Loucks, Jr., a senior fellow of the corporation, said: "For almost 300 years, one of Yale's greatest assets has been a strong sense of community, and no one better represents this spirit than Howard Lamar. . . . He is a scholar and administrator who has always commanded the respect of his colleagues, he is a popular figure among both students and alumni, and he is someone with proven interest in furthering the partnership between Yale and New Haven." (Benno C. Schmidt, Jr., who resigned unexpectedly last month as Yale's president, had been criticized on all three of those counts.)

It is unlikely that Mr. Lamar, 68, will be a candidate for the position on a permanent basis. A search committee has not yet been named.

Ross Perot recently selected a few graduate schools of public policy from which to recruit students or recent alumni to serve on a team of researchers for his Presidential campaign. Of the six students and alumni selected, three came from the University of California at Berkeley and one each from Harvard and Syracuse Universities and the University of Texas at Austin. Harvard officials don't know how Mr. Perot did his recruiting there, but officials of the other institutions said they had received calls last month asking for résumés. Perot-campaign operatives reportedly said that those selected would receive \$25,000 for five months of work.

Paul L. L. Biddle, who triggered massive government investigations into improper overhead charges at Stanford University, has lost his bid for a Congressional seat (Name Dropping, February 12).

Mr. Biddle resigned from his government job as the Navy's campus representative at Stanford to run in the California Republican primary for the Congressional district that includes the university. He came in fourth in a field of five contenders, winning about 14 per cent of the vote.

Mr. Biddle said he would probably run again, because of the strong support he said he received. He said he had spent only about \$4,200 in the campaign.

Despite efforts by an Oklahoma legislator to prevent her being paid while on sabbatical, Anita Hill, the professor of law at the University of Oklahoma who came to national attention during the hearings on the appointment of Clarence Thomas to the Supreme Court, will receive half her annual salary.

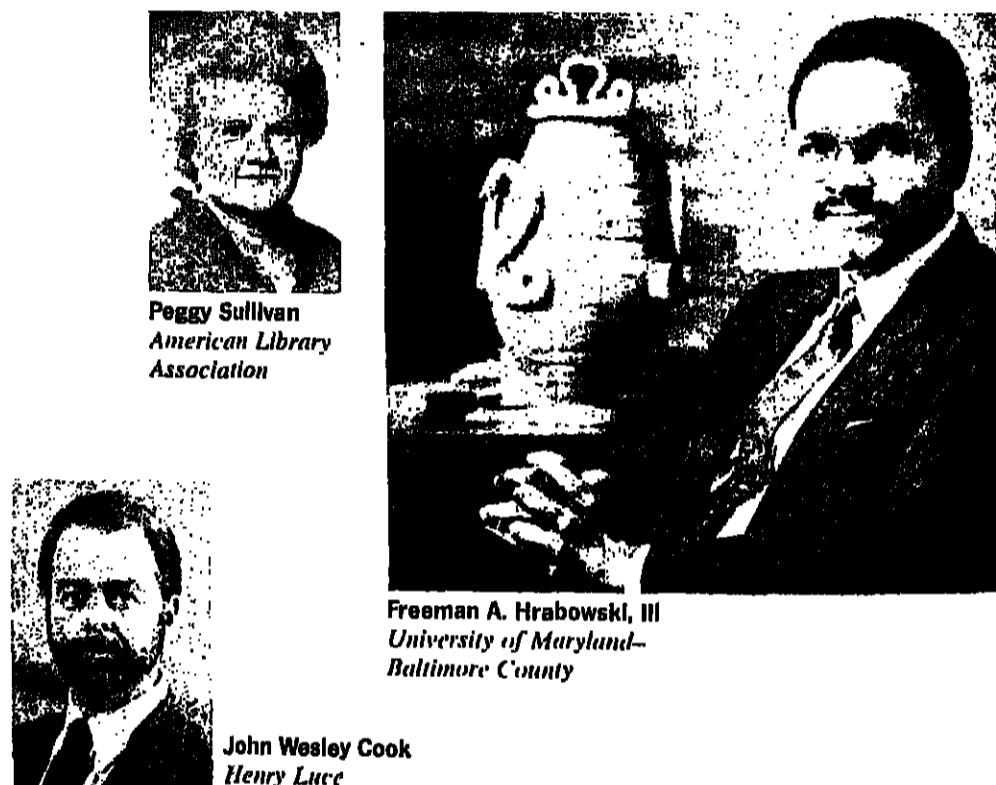
The legislator, State Rep. Tim Pope, asked the regents not to pay Ms. Hill, saying, "I do not understand, nor do the taxpayers in my district, why they should be required to subsidize her making \$10,000 per speech all over the country."

Richard Van Horn, the university's president, said Ms. Hill had applied for her sabbatical a year ago. "Her proposal was found worthy. . . . The things that happen outside the university in her life are really not relevant to the decision."

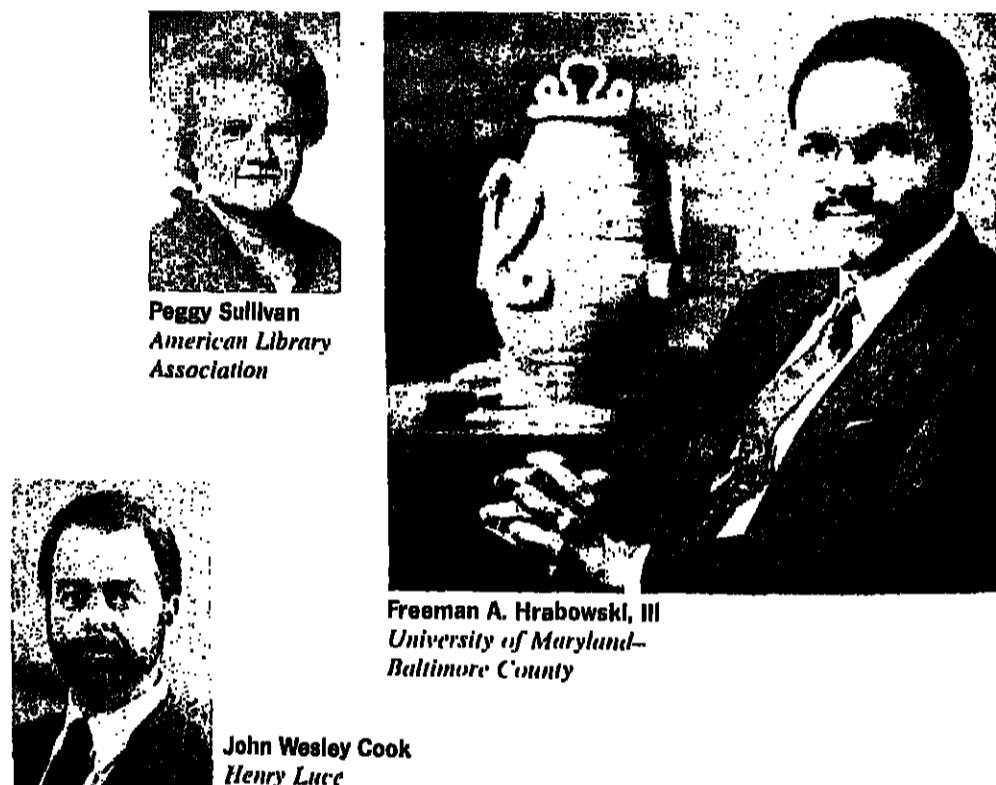
During her sabbatical, Ms. Hill will work on a manuscript on sexual harassment as well as conduct research on commercial law and gender.



Tanya Hilton
American Association
of University Women
Educational Foundation



Thomas McFadden
Marymount College (Cal.)



Peggy Sullivan
American Library
Association

Freeman A. Hrabowski, III
University of Maryland-
Baltimore County

John Wesley Cook
Henry Luce
Foundation

New college and university chief executives: California School of Professional Psychology, Lisa Porché-Burke; Marymount College (Cal.), Thomas McFadden; Nuzarene Theological Seminary, Gordon Wetmore; Northwestern Connecticut Community College, R. Eileen Baccus; Quinebaug Valley Community College, Dianne Williams; Tunxis Community College, Charles Ekstrom; University Center at Tulsa, Rodger Randle; University of Maine at Machias, Paul E. Nordstrom.

Other new chief executives: American Association of University Women Educational Foundation, Tanya Hilton; American Library Association, Peggy Sullivan; College Consortium for International Studies, Jane Coutant Evans; Henry Luce Foundation, John Wesley Cook.

Appointments, Resignations

Peter C. Alexander, lawyer in Champaign, Ill., to professor of law at Dickinson School of Law.

Jane S. Allen, vice-president for academic affairs at Julliard School, to provost and dean.

Jeffrey W. Alstete, director of academic services and recruitment at the Rockland campus of Iona College, to director of graduate programs in the school of business at Seton Hall U.

Arthur L. Clark, member of the staff at Instrument Society of America (Research Triangle Park, N.C.), to dean of adult and continuing education at Durham Technical Community College.

Steven W. Closs, Jr., senior director of institutional advancement at National Aquarium (Baltimore), to associate-chancellor.

Parcival Everett, professor of English

annual-giving programs at Georgia Southern U.

Robert E. Boyer, dean of the college of natural sciences at U. of Texas at Austin, has announced his resignation, effective in June 1992.

Terri Brooks, chair of journalism and mass communication at New York U., to dean of the school of communications at Pennsylvania State U.

Thomas J. Cincque, associate dean and professor of medicine in the school of medicine at U. of Nevada at Las Vegas, to dean of the school of medicine at Creighton U., effective August 1.

C. Ronald Ellington, dean of the law school at U. of Georgia, has announced his resignation, effective in July 1992.

Julius Elenbaas, dean of the college of arts, letters, and sciences at U. of Wisconsin at La Crosse, to provost and associate-chancellor.

Parcival Everett, professor of English

associate vice-president and director of development at Western Maryland College.

Margaret W. Curtis, associate dean of the faculty at Lawrence U., to provost Albion College.

Booker T. DeVaughn, president of Northwestern Connecticut Community College, to president of the composite college formed by the merger of Mohegan Community College and Thames Valley State Technical College.

Charles Ekstrom, president of Watertown State Technical College, to president of Tunxis Community College.

J. Joseph Loring, dean of engineering at Manhattan College, to dean of the school of engineering at U. of Dayton.

Julius Elenbaas, vice-president for student affairs and dean of students at Minnesota State University at Mankato, to vice-chancellor.

Parcival Everett, professor of English

at U. of Notre Dame, to professor of creative writing at U. of California at Riverside.

Roger Fehrer, chief operating officer and executive vice-president at World Business Council (Washington), to vice-president for administration and finance at Rose-Hulman Institute of Technology.

Reuel Fordyce, dean of the college of humanities and social sciences at Indiana U. of Pennsylvania, to dean of the school of humanities and social sciences at Montclair State College.

William Foy, professor of health-services administration at College of St. Francis (Ill.), to chair of health-services administration at St. Mary's College (Cal.).

James Freiss, assistant professor of general studies and director of the desktop media laboratory at Milwaukee School of Engineering, to program director of technical education.

Maria Ley Fredericks, assistant director of financial aid at U. of St. Thomas, to day undergraduate admissions director.

Thomas Fryer, chancellor of Foothill-De Anza Community College District, has announced his retirement, effective June 30, 1992.

Michael A. Gehrb, former vice-chairman of internal medicine at Wayne State U., to associate dean for clinical affairs in the school of medicine at State U. of New York Stony Brook.

Robert J. Gammie, dean of the school of letters and sciences at State U. of New York College at Brockport, to provost and vice-president for academic affairs.

Don P. Giddens, co-director of the Emory/Georgia Tech Biomedical Technology Research Center and director of the department of aerospace engineering at Georgia Institute of Technology, to dean of the school of engineering at Johns Hopkins U.

James A. Goodman, president of Morehouse School of Medicine, has announced his resignation, effective July 6.

Larry Grimaldi, vice-president for business affairs and treasurer at Mount Union College, to vice-president for business and finance at Franklin College.

Robert H. Hauman, executive assistant to the president at Wilkes U., to dean of the school of liberal arts and human sciences.

Samuel B. Hook, executive director of Tennessee Conference United Methodist Foundation (Nashville), to vice-president for development at Centenary College (La.).

Freeman A. Hrabowski, III, executive vice-president and vice-president at U. of Maryland-Baltimore County, to interim president, effective September 1.

Carol Maye Jenkins, chair of psychology and professor in the program for the Study of Women and Men in Society at U. of Southern California, to dean of the division of social sciences and communities.

Frederick Johnson, coordinator of minor-branch and graduate programs in the office of career services at Georgetown U. Law Center, to associate director of admissions.

Robert J. Keeler, assistant director of finance, to associate director of planned giving at U. of Maryland system, to associate director of planned giving at U. of Virginia.

John Kellom, vice-president for student development and dean of students at Carroll College (Wis.), to vice-president of student affairs at Saint John's U.

Michael P. Kenahan, director of finance and corporate relations at U. of Wyoming, to assistant vice-president for university relations and advancement at U. (Ohio).

Robert E. Knoblauch, professor of astronomy at U. of New York at Stony Brook, to head of the division of science at Pennsylvania State U. Erie, the Behrend College.

Howard R. Lamar, professor of history at U., to acting president, effective July 1.

Donald L. Large, Jr., acting vice-president for business and finance at Auburn U.

Edmund L. Larson, professor of clinical surgery and director of the center for surgery research at Johns Hopkins U., to director of the school of nursing at Georgetown U.

Joseph Loring, dean of engineering at Manhattan College, to dean of the school of engineering at U. of Dayton.

Julius Elenbaas, vice-president for student affairs and dean of students at Minnesota State University at Mankato, to vice-chancellor.

Parcival Everett, professor of English

general studies at Milwaukee School of Engineering, also to director of the desktop media laboratory.

Conrad Malliet, president of Greater Hartford Community College, to president and provost of the comprehensive college formed by the merger of that institution with Hartford State Technical College.

Lawrence W. Mazzone, associate vice-president for academic affairs at Mesa State College, to vice-president for academic affairs at Ursuline College.

Hugh J. McAllister, assistant professor of finance at Eckerd College, to associate professor of finance at St. Mary's College (Cal.).

Patricia Mitchell, former acting commissioner of labor of Suffolk County, N.Y., to director of the office of career planning and placement at Adelphi U.

James C. Moerer, dean of the college of arts and architecture at Pennsylvania State U., to vice-president for academic affairs and provost at U. of South Carolina, effective September 1.

Patricia A. Myers, director of foundation relations at Kent State U., to director of government and community relations.

Paul E. Nordstrom, provost and vice-president for academic affairs at Western State College (Colo.), to president of U. of Maine at Machias.

Antonio Perez, president of South Central Community College, to president of the comprehensive college formed by the merger of that institution with Greater New Haven State Technical College.

Geoff R. Phillips, vice-president of Children's Home Society of Florida (Jacksonville, Fla.), to executive director of development at Louisiana State U.

Tim J. Pieron, dean of residence life at

Willamette U., to dean of students at Longwood College.

Lisa Porché-Burke, acting provost at California School of Professional Psychology, to chancellor.

Richard C. Progalhof, chairman of mechanical engineering at U. of South Carolina, to director of the school of engineering technology at Pennsylvania State U. Erie, the Behrend College.

Rodger Randle, mayor of Tulsa, Okla., to president of U. Center at Tulsa.

Bruce Reitz, director of the division of cardiac surgery and professor of surgery at Johns Hopkins U., to professor and chairman of cardiothoracic surgery at Stanford U., effective January 1.

Victoria Munoz Robart, dean of academic affairs at Los Angeles Mission College, to vice-president.

Kim B. Rotzoll, head of the department of advertising at U. of Illinois at Urbana-Champaign, to dean of the college of arts and sciences.

Gay Russell, vice-provost at Drake U., to vice-president for research and strategic planning.

Roberta Salper, professor of Hispanic

literature at Point Park College, to head of the division of humanities and social science at Pennsylvania State U. Erie, the Behrend College.

Robert Sanders, president of Mattox Community College, to president of the comprehensive college formed by the merger of that institution with Webster State Technical College.

Christoph H. Schneuer, professor of international law at the school of advanced international studies at Johns Hopkins U.

William Schwab, president of Norwalk Community College, to president of the comprehensive college formed by the merger of that institution with Norwalk State Technical College.

Jacqueline A. Shadid, acting vice-president for academic affairs at Woodbury U., to vice-president and dean of faculty.

Jay Stein, chairman of medicine at U. of Texas Health Sciences Center at San Antonio, to provost of U. of Oklahoma Health Sciences Center.

Continued on Following Page

CONFERENCES

The Twelfth Annual International Conference on

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Donald Kennedy, President, Stanford University
in a letter sent to JAMES college and university presidents

Richard W. Paul

RICHARD W. PAUL
MICHAEL SCRIVEN
GEORGE HANFORD
MATTHEW LIPMAN
SHARON BAILIN
ALAN SCHORNFIELD
PERRY WEDELL
GERALD NOSICH
JOHN CHAFFRE
VINCENT BRUGGERO
CAROL TAYRS
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- How Administrators Can Play a Critical Role

SOME HIGHLIGHTS

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Rohnert Park, CA 94928

Gazette CONTINUED

Janice Tucker, former associate director of publications at Grinnell College, to director of university relations at U. of Charleston.

James W. Uebelacker, acting provost of U. of New Haven, to provost.

Leonard A. Valverde, former vice-president for academic affairs, graduate dean, and professor of education at U. of Texas at San Antonio, to dean of the college of education at Arizona State U.

David C. Van Esen, former professor of biology at California Institute of Technology, to professor and chair of anatomy and neurobiology at Washington U. (Mo.).

Phillip Vandelli, associate dean of academic affairs, humanities, and social sciences at Genesee Community College, to vice-president for academic affairs at West Virginia Northern Community College.

Kenneth L. Wetters, acting vice-chancellor of U. of Wisconsin at Milwaukee, to vice-chancellor for academic affairs.

Cameron P. West, former president of Pfeiffer College, to interim president of Brevard College.

Gordon Wetmore, president of Northwest Nazarene College, to president of Nazarene Theological Seminary.

Joe White, former director of budget and reporting at Austin Peay State U., to assistant to the president.

Dianne Williams, acting president of Mohegan Community College, to president of Quinoba Valley Community College.

IN THE ASSOCIATIONS

Gwen Bell, president of Computer Museum (Boston), has been elected president of Association for Computing Machinery.

Kent L. Gustafson, professor of instructional technology at U. of Georgia, has been named president-elect of Association for Educational Communications and Technology.

Tanya Hilton, former executive at International Business Machines Corporation, to director of American Association of University Women Educational Foundation.

John R. Hoffman, professor of health education and chairman of applied health science at Indiana U., to national executive vice-president of American Cancer Society.

Peggy Sullivan, director of university libraries and professor of library and information studies at Northern Illinois U., to executive director of American Library Association.

Gail Young, vice-president for administrative and financial affairs at Maryland Biotechnology Institute, to treasurer and controller at Universities Research Association.

MISCELLANY

Robert E. Amabsong, president of Henry Luce Foundation, has announced his retirement, effective in September.

John Wesley Cook, director of the Institute of Sacred Music, Worship, and the Arts at Yale U., to president of Henry Luce Foundation, effective in September.

The Rev. Paul F. Hurley, 95, former professor of sociology at Catholic U. of America, died June 8 in Washington.

Albert S. Gordon, 81, professor emeritus of physiology at New York U., June 12 in Long Beach, N.Y.

James E. Hart, 77, former professor of chemistry at New Mexico State U., June 7 in Las Cruces, N.M.

Richard C. Samson, 71, former professor of biology at U. of Illinois at Urbana-Champaign, died June 11 in Falmouth, Mass.

Brother H. Charles Severe, 91, former professor of biology at Saint Mary's College (Minn.), June 2 in Winona, Minn.

Emily A. Smith, 88, former professor and chair of English at Berea College, Stanford University, Stanford, Cal. Contact: May 31 in Berea, Ky.

Franklin F. Snyder, 94, associate professor emeritus of anatomy and director of Harvards' School of Medicine, died June 12 in Ithaca, N.Y.

John L. Fuller, 81, former professor of psychology at U. of New York at Binghamton, June 8 in Cambridge, Mass.

The Rev. Paul F. Hurley, 95, former professor of sociology at Catholic U. of America, died June 8 in Washington.

Lawrence W. Tower, 70, former director of Newberry Library, June 12 in Chicago.

Robert M. Zollinger, 88, professor emeritus of surgery at Ohio State U., June 12 in Bexley, Ohio.

Clemson University, Greenville Hilton Hotel, Greenville, S.C. Contact: Kay Burnett, (803) 656-2200.

Employee Population, "seminar, Farnsworth Institute, Santa Barbara, Cal. Contact: (805) 687-1099, fax (805) 963-4780.

26-28: Total Quality Management, "Total Quality Management: Executive Seminar," QSystems Inc., Dallas, Contact: (800) 500-9262; (619) 778-8704.

26-28: Faculty development, "Model Paradigms for Faculty Development," conference, Community College of Aurora, West Hotel, Vail, Colo. Contact: Karen Hewett, Faculty Development Project, Community College of Aurora, Aurora, Colo. Contact: (800) 500-9262; (619) 778-8704.

26-28: Students, "Attitudes, Expectations, Behaviors: Faculty Impact on Minority-Student Performance," seminar, Fielding Institute, Santa Barbara, Calif. Contact: (805) 687-1099, fax (805) 963-8290.

26-28: Social sciences, "National Forum Institute for Teachers," National Council for the Social Studies and Kettering Foundation, Washington, D.C. Contact: Dawn Marie Ward, (202) 966-2000, fax (202) 966-2000.

26-28: Child care, Annual conference, International Nanny Association, Bahia Resort Hotel, San Diego, Contact: INAA, P.O. Box 26522, Austin, Tex. 78755; (512) 454-6462.

26-28: Higher education, "Neylan Conference: Catholic Colleges—Building Partnerships for a New Future," meeting, Association of Catholic Colleges and Universities and other sponsors, Briar Cliff College, Sioux City, Iowa. Contact: President's Office, Briar Cliff College, Sioux City, Iowa 51104; (712) 235-6750.

26-28: Student recruitment, "Designing Effective Admissions-Volunteer Programs," workshop, Council for Advancement and Support of Education, San Francisco. Contact: cas, Suite 400, 11 Dupont Circle, Washington 20036; (202) 238-5900.

26-28: Quaker history, Biennial meeting, Conference of Quaker Historians and Archivists, Wilmington College, Wilmington, Ohio. Contact: H. Larry Ingle, Department of History, University of Tennessee, Chattanooga, Tenn. 37403.

26-28: History and human rights, "Human Rights and the Quincentenary: Contributions of Dominican Scholars and Missionaries," conference, Rosary College, River Forest, Ill. Contact: Quincentenary Conference, Rosary College, 7900 West Division Street, River Forest, Ill. 60305; (708) 524-6818.

26-30: Literature, "Historians and Cultural Critique," seminar, Pennsylvania State University, State College, Pa. Contact: Wendell Harris, Department of English, Pennsylvania State University, University Park, Pa. 16802; (814) 434-8311.

26-28: Developmental education, "Kelllogg Institute for the Training and Certification of Developmental Educators," Appalachian State University, Boone, N.C. Contact: Elaini Bingham or Margaret Mock, National Center for Developmental Education, Appalachian State University, Boone, N.C. 28608; (704) 262-3057.

26-28: Libraries, "Your Right to Know: Librarians Make It Happen," annual meeting, American Library Association, Moscone Convention Center, San Francisco. Contact: ALA, 50 East Huron Street, Chicago 60611.

26-28: Personnel, "Custodial Staffing and Standards: How to Create an Efficient and Cost-Effective Team," seminar, telephone: (416) 360-3805 FAX: (416) 360-5863

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Gazette Gazette

Richard H. Greenfield, executive director of College Consortium for International Studies, has announced his retirement, effective in December.

Deaths

F. Carlton Ball, 81, former professor of ceramics at U. of Puget Sound, June 5 in Tacoma, Wash.

Robert Collins Christopher, 68, secretary of Pulitzer Prize Board and adjunct professor of journalism at Columbia U., June 14 in New London, Conn.

Charles D. May, 84, former professor of medicine at U. of Colorado at Denver, New York U., Columbia U., and U. of June 13 in Grantham, N.H.

Eva D. McMullan, 70, former professor of physical education at U. of North Carolina at Greensboro, June 10 in Greensboro, N.C.

Edith Renfrow, 90, former professor of speech and theater at Southern Methodist U., June 14 in Dallas.

Vivienne Allegre Rubus, 54, former rector of labor relations at Harvard, June 6 in Boston.

Richard C. Samson, 71, former professor of biology at U. of Illinois at Urbana-Champaign, June 8 in Falmouth, Mass.

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Lawrence W. Tower, 70, former director of Newberry Library, June 12 in Chicago.

Robert M. Zollinger, 88, professor emeritus of surgery at Ohio State U., June 12 in Bexley, Ohio.

Clemson University, Greenville Hilton Hotel, Greenville, S.C. Contact: Kay Burnett, (803) 656-2200.

Employee Population, "seminar, Farnsworth Institute, Santa Barbara, Cal. Contact: (805) 687-1099, fax (805) 963-4780.

26-28: Total Quality Management, "Total Quality Management: Executive Seminar," QSystems Inc., Dallas, Contact: (800) 500-9262; (619) 778-8704.

26-28: Faculty development, "Model Paradigms for Faculty Development," conference, Community College of Aurora, West Hotel, Vail, Colo. Contact: Karen Hewett, Faculty Development Project, Community Tech Parkway, Aurora, Colo. Contact: (800) 500-9262; (619) 778-8704.

26-28: Students, "Attitudes, Expectations, Behaviors: Faculty Impact on Minority-Student Performance," seminar, Fielding Institute, Santa Barbara, Calif. Contact: (805) 687-1099, fax (805) 963-8290.

26-28: Social sciences, "National Forum Institute for Teachers," National Council for the Social Studies and Kettering Foundation, Washington, D.C. Contact: Dawn Marie Ward, (202) 966-2000, fax (202) 966-2000.

26-28: Child care, Annual conference, International Nanny Association, Bahia Resort Hotel, San Diego, Contact: INAA, P.O. Box 26522, Austin, Tex. 78755; (512) 454-6462.

26-28: Higher education, "Neylan Conference: Catholic Colleges—Building Partnerships for a New Future," meeting, Association of Catholic Colleges and Universities and other sponsors, Briar Cliff College, Sioux City, Iowa. Contact: President's Office, Briar Cliff College, Sioux City, Iowa 51104; (712) 235-6750.

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Coming Events CONTINUED

12-22: Administration. "Executive Leadership and Management Institute," Western Association of College and University Business Officers, Stanford, Calif. Contact: wacubo, P.O. Box 2349, Stanford, Calif., 94309; (415) 723-2138.

12-22: Philosophy. "Authenticity in African Philosophy," international conference, Nigerian Philosophical Association, University of Lagos, Lagos, Nigeria. Contact: Sophia Oluwale, Department of Philosophy, University of Lagos, Lagos, Nigeria, or Kofi Johnson, Department of Political Science, New England College, Henniker, N.H., 03242; (603) 428-3311 or (603) 428-3438.

12-23: Management. "Total Quality Management: Executive Seminar," QSystems Inc., Cincinnati. Contact: QSystems Inc., 100 South Sunrise Way, Palm Springs, Calif., 92262; (619) 778-8704.

12-24: Accreditation. Meeting of the Committee on Recognition, Council on Postsecondary Accreditation, Ritz-Carlton Pentagon City Hotel, Arlington, Va. Contact: copa, One Dupont Circle, Washington 20036; (202) 452-1433.

12-25: Admissions. "National Small College Admissions Conference," Small College Admissions Services, Myrtle Beach, S.C. Contact: scas, P.O. Box 1212, Valparaiso, Ind., 46384, or Neil K. Clark, (219) 464-5011 or Jim Black, (803) 323-2191.

12-26: Peace studies. "Conflict Resolution Techniques and International Conflict: Dialogues on Current Cases," seminar, United States Institute of Peace, Mayflower Hotel, Washington. Contact: Wanda Vann Parker, usip, 1550 M Street, N.W., Washington 20005; (202) 429-3848.

12-27: Cognition. "Play and Cognitive Ability: the Cultural Context," workshop, Wheelock College and United States-Israel Binational Science Foundation, Boston. Contact: Wheelock College, 200 Riverway, Boston 02125; (617) 734-5200, ext. 139.

12-27: Computers. "Mathematics Across the Curriculum: Physics," workshop, Vanderbilt University, Nashville. Contact: "Mathematics" Workshops, Box 1577, Station B, Vanderbilt University, Nashville 37235; (615) 322-2951.

12-27: Computers. "Supercomputing and Undergraduate Education Workshop for Science, Engineering, and Mathematics Faculty From Primarily Undergraduate Institutions," National Science Foundation and University of California, San Diego. Contact: Kris Stewart, San Diego Supercomputer Center, P.O. Box 85608, San Diego 92186; BITTNER: STEWART@CS.USPD.BDU.

12-27: Environmental studies. "Water Resources and Environment: Education, Training, and Research," conference, Colorado State University, Fort Collins, Colo. Contact: Janet Lee Monier, Civil Engineering Department, Colorado State University, Fort Collins, Colo., 80523; (303) 491-7425.

12-27: Teaching. Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7484.

12-28: Mathematics and computers. "Interactive Texts in Mathcad 3.1," workshop, Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md., 21204; (410) 830-5393.

12-28: Mathematics and computers. "Interactive Texts in Mathcad 3.1," workshop, Mathematical Association of America, Los Angeles Pierce College, Woodland Hills, Calif. Contact: Tom McCutcheon, Department of Mathematics, Los Angeles Pierce College, 6201 Winnetka Avenue, Woodland Hills, Calif., 91371; (818) 347-0551, ext. 458.

12-28: Mathematics and computers. "Interactive Texts in Mathematics for Windows," workshop, Mathematical Association of America, Morehouse College, Atlanta. Contact: Henry Gore, Department of Mathematics, Morehouse College, Atlanta 30314; (404) 215-3034.

12-28: Drug abuse. Summer institute for alcohol and other drug studies, State University of New York, Buffalo, N.Y. Contact: Rosemarie Gol, Institute for Alcoholism Services and Training, 113 Cary Hall, State University of New York, Buffalo, N.Y. 14214-3005.

12-28: Philosophy. "Interpretation, Remembrance, and Community: After Hermeneutics," annual session, Collegium Phenomenologicum, Peruia, Italy. Contact: Stephen H. Watson, Department of Philosophy, University

Lane, Portland, Ore. 97225; (503) 297-4622, fax (503) 297-4695.

12-28: Student personnel. "Student and Institutional Success: Winning Strategies for Challenging Times," national conference on student retention, Noel/Levitz Centers, Hyatt Regency Hotel, San Francisco. Contact: Therese Teasdale, Noel/Levitz Centers, 902 East Second Avenue, Corvallis, Iowa 52241; (319) 337-4700 or (800) 728-4700.

12-29: Intercultural studies. Summer workshop on the development of intercultural coursework at colleges and universities, East-West Center, Honolulu. Contact: Richard Brislin, Workshop Coordinator, Institute of Culture and Communication, East-West Center, 1777 East-West Road, Honolulu 96848; (808) 944-7314, fax (808) 944-7670.

12-30: Assessment. "Assessing Quality in Higher Education," international conference, University of Georgia, Athens, Ga. Contact: Margaret Caulfield, (404) 542-1586 or D. Parker Young, Institute of Higher Education, University of Georgia, Athens, Ga. 30602; (404) 542-0575.

12-30: Teacher education. "Teacher Education in an Era of Global Change," world assembly, International Council on Education for Teaching, Paris. Contact: icet, Suite 609, 2009 North 14th Street, Arlington, Va. 22201; (703) 525-5233, fax (703) 521-9381.

12-30: International studies. "Summer Institute for Intercultural Communication: Session I," Intercultural Communication Institute, Portland, Ore. Contact: icci, Suite 238, 8835 S.W. Canyon Lane, Portland, Ore. 97225; (503) 297-4622, fax (503) 297-4695.

12-30: American history. Annual convention, Society for Historians of the Early American Republic, Gettysburg, Pa. Contact: Johanna Shields, Department of History, University of Alabama, Huntsville, Ala. 35899.

12-30: Philosophy. "Theories of Truth and Error (East and West)," conference, Society for Indian Philosophy and Religion, Calcutta, India. Contact: C. Chakrabarti, Campus box 2336, Elton College, Elton, N.J. 07722; (732) 224-1708; (732) 224-1879.

12-30: Mathematics and computers. "Interactive Texts in Maple for Windows," workshop, Mathematical Association of America, University of Houston, Houston. Contact: Elias Deeba, Department of Applied Mathematical Sciences, University of Houston-Downtown, Houston 77002; (713) 221-7500.

12-30: Mathematics and computers. "Interactive Texts in Mathcad 3.1," workshop, Mathematical Association of America, Dearborn, Mich. Contact: Margaret Hof, Department of Mathematics, University of Michigan, Dearborn, Mich. 48128; (313) 593-5175.

12-30: Art education. "Discipline-Based Art Education," training seminar for art educators, Improving Visual Arts Education Project, Cincinnati Art Museum, Cincinnati. Contact: Steve Muck, (602) 528-3219, or Anne El-Omami, (513) 322-5204.

12-30: Disabilities. Annual conference, Association on Handicapped Students Programs in Postsecondary Education, Long Beach, Calif. Contact: ahsape, P.O. Box 21192, Columbus, Ohio 43221-0192; (614) 498-4972.

12-30: Fund raising. "Summer Institute in Educational Fund Raising," Council for Advancement and Support of Education, Hanover, N.H. Contact: cas, Suite 400, 11 Dupont Circle, Washington 20036; (202) 784-0900.

12-30: Admissions. "Summer Institute on Admissions and School Relations," College Board and Colorado College, Colorado Springs. Contact: Kris Zavoli, Associate Director, Admissions and Guidance Services, College Board, Suite 480, 2099 Gateway Place, San Jose, Calif. 95101; (800) 452-1400.

12-30: History. "Suspect Terrain: Surveying the Women's West," conference, Coalition for Western Women's History, University of Nebraska, Lincoln, Neb. Contact: Center for Great Plains Studies, 1213 Oldfather Hall, University of South Carolina, Columbia, S.C. 29208; (803) 777-7042.

12-30: Business offices. Annual meeting, National Association of College and University Business Officers, Sheraton Centre Hotel, Toronto. Contact: nacubo, One Dupont Circle, Washington 20036; (202) 781-2500.

12-30: Environmental studies. "Water Resources and Environment: Education, Training, and Research," conference, Colorado State University, Fort Collins, Colo. Contact: Janet Lee Monier, Civil Engineering Department, Colorado State University, Fort Collins, Colo., 80523; (303) 491-7425.

12-30: Teaching. Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7484.

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12-30: Mathematics and computers. "Interactive Texts in Mathematics for Windows," workshop, Mathematical Association of America, Morehouse College, Atlanta. Contact: Ken Hiltz, cirt, Rice University, P.O. Box 1892, Houston 77251; (713) 527-6009.

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12-30: Philosophy. "Interpretation, Remembrance, and Community: After Hermeneutics," annual session, Collegium Phenomenologicum, Peruia, Italy. Contact: Stephen H. Watson, Department of Philosophy, University

Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

12-31: Library management. Management-development program library administrators, Miami University, Oxford, Ohio. Contact: Center for Management Development, Richard T. Farmer School of Business Administration, Miami University, 141-H Laws Hall, Oxford, Ohio 45066-1673; (513) 529-1322, fax (513) 529-6992.

12-31: Student personnel. "Student and Institutional Success: Winning Strategies for Challenging Times," national conference on student retention, Noel/Levitz Centers, Hyatt Regency Hotel, San Francisco. Contact: Therese Teasdale, Noel/Levitz Centers, 902 East Second Avenue, Corvallis, Iowa 52241; (319) 337-4700 or (800) 728-4700.

12-31: Annual meeting. National Conference of State Legislatures, Cincinnati. Contact: ncsl, Suite 144 North Capitol Street, N.W., Washington 20001; (202) 624-5400.

12-31: International studies. "Annual Conference of the International Institute of Intercultural Education," international conference, University of Georgia, Athens, Ga. Contact: Margaret Caulfield, (404) 542-1586 or D. Parker Young, Institute of Higher Education, University of Georgia, Athens, Ga. 30602; (404) 542-0575.

12-31: Teacher education. "Teaching Education in an Era of Global Change," annual conference, International Council on Education for Teaching, Paris. Contact: icet, Suite 609, 2009 North 14th Street, Arlington, Va. 22201; (703) 525-5233, fax (703) 521-9381.

12-31: Intercultural studies. "Summer Institute for Intercultural Communication: Session I," Intercultural Communication Institute, Portland, Ore. Contact: icci, Suite 238, 8835 S.W. Canyon Lane, Portland, Ore. 97225; (503) 297-4622, fax (503) 297-4695.

12-31: Drug abuse. "Drug Abuse Seminar," workshop, Indiana Institute of Alcoholism Services and Training, Indianapolis. Contact: Bruce A. Johnson, 1000 University Street, Indianapolis, Ind. 46292; (317) 274-2712.

12-31: International studies. "International Conference on International Leadership," workshop, Miami University, Oxford, Ohio. Contact: Richard T. Farmer School of Business Administration, Miami University, 141-H Laws Hall, Oxford, Ohio 45066-1673; (513) 529-1322, fax (513) 529-6992.

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